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ABSTRACT

The primary purpose of this handbook is to provide a practical reference tool for individuals who have participated in the San Francisco 4-H/Urban Outdoor Adventure Center Ropes Course Leader Training. The ropes course is a maze of cables, logs, platforms and ropes that offers physical and mental challenges. It is a combination of an obstacle course, games, and individual and group initiatives that contributes to the development of self-confidence, group support, agility and coordination. The first chapter covers the philosophy behind ropes courses and their background and objectives. The leader's role is described and discussed in the second chapter. Characteristics of a successful leader are considered along with some leadership responsibilities. The third chapter offers information on such practical matters as insurance coverage, legal responsibility, safety, and site selection. The elements of a ropes course are described in the fourth chapter. The final chapter offers suggestions on evaluating the ropes course experience and debriefing. A glossary of terms and a brief bibliography of reading resources are included. (JD)

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LEADER'S HANDBOOK

4-H/UOAC Adventure Ropes Course

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ACKNOWLEDGEMENTS

This handbook is a product of five years worth of work on our Fort Miley Ropes Course - running the Course, experimenting, learning and improving. In this handbook is what we know and believe about creating a powerful Ropes Course experience. Here we strive to share our knowledge with our leaders. This handbook is part of that sharing process.

All of the past and present Ropes Course leaders have contributed to this work. They have volunteered hundreds of hours, suggested new techniques and systems, raised money and inspired us. Without our dedicated leaders the Ropes Course would not exist.

Running the Ropes Course is a team effort, so was the creation of this handbook. We would particularly like to thank the following for their assistance: Chris and Dave Anderson wrote and edited much of the text; Beth Buller compiled much of the technical information; Dee Conti, Wayne MacDonald, Jeff McKay, Calvin Liu, Madelyn Pyeatt and Jim Tonery contributed their ideas and their wisdom.

Our special appreciation goes to Nancy Grant for her detailed illustrations and her tolerance and perseverance every time we asked her to draw "just one more thing." We also appreciate her, Birrell Walsh and Linda Brown's final editing of this handbook.

Thank you to Irene Contreras who typed this entire document on a word processor and graciously put up with numerous revisions.

We are also grateful for the many other useful written materials available on the subject of Ropes Courses. We have borrowed from many of these sources, especially the fine Project Adventure materials.

Jim Brenner
4-H Youth Program Leader

Diane Nichols
UOAC Director

PREFACE

The primary purpose of this handbook is to provide a practical reference tool for individuals who have participated in the San Francisco 4-H/UOAC Ropes Course Leader Training Program for the Adventure Ropes Course at West Fort Miley in the Golden Gate National Recreation Area in San Francisco. It is not a how-to book, it is a resource for leaders to review. It is not intended for beginners. Experience is the best teacher.

Many basic Ropes Course concepts as well as generic techniques and activities included here may be used in other settings where personal growth, team building, and re-creation are primary goals.

We cannot tell you, step by step, exactly how to plan and deliver a quality Ropes Course experience. No two leaders or groups are alike. What we have compiled is an offering of safe and tested practical suggestions, techniques and activities. Enjoy!

Your comments and suggestions are welcome. This handbook is updated periodically. Mini updates are published in the 4-H/UOAC Ropes Course leader quarterly newsletter, the "WHAT-KNOT?" For more information contact:

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SO WHY DO WE DO IT?

So why do we do it?
What good is it?
Does it teach you anything?
  Like determination? Invention? Improvisation?
Foresight? Hindsight?
Love?
Art? Music? Religion?
Strength or patience or accuracy or
Quickness or tolerance or
Which wood will burn and how long
Is a day and how far is a mile
And how delicious is water and smoky
  green pea soup?
And how to rely
On your
Self?

from: On the Loose by Terry
and Renny Russell.*

So why do we do "it"? -- "it" being weekends of training, early hours of set up, briefing before the group arrives, continuous spotting, facilitating, conscientiousness and patience, "being there" one hundred percent for someone stuck on the Perch or frozen on the Zip, keeping up of one's energy level, the emphasis on safety while at the same time allowing freedom for creativity, debriefing, take down -- being there for them, being there for ourselves.

And why? The concentration, exuberance when fear is overcome, determination to try it again, laughter, frustrations, tears, fun, the holding of breath as the last person scales the Wall, the continuous scream down the Zip, smiles, togetherness, love, compassion, <u>finally</u> knowing how to tie the knot right, group hugs, "knowing" the set up, the satisfying tiredness at the end of the day.

Each of us has his/her own reasons and satisfactions for participating in the Ropes Course. Whatever they are, each of us makes a difference in relation to our own lives and lives of the people we touch through the Course. Each of us plays an important role as we participate to our fullest and contribute to each Ropes Course.

I sometimes think our program should be called the "People Course," because it is the people who make it what it is. I guess that's why I keep coming back - I love being around the people.

Beth Buller
4-H/UOAC Ropes Course Leader

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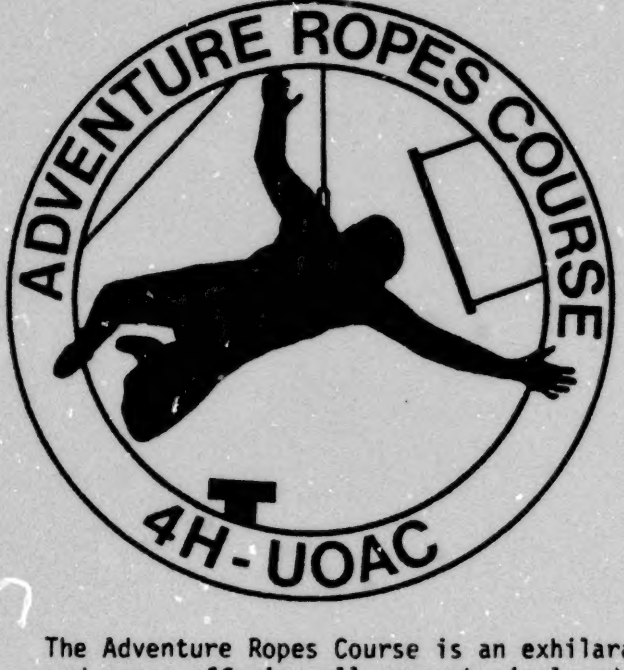
University of California, Cooperative Extension

4-H Youth Program & Urban Outdoor Adventure Center



INFORMATION SHEET

The Adventure Ropes Course is an exhilarating maze of cables, logs, platforms and ropes offering all ages physical and mental challenge. It is a combination obstacle course, New Games, individual and group initiatives that add up to high excitement and adventure! The Ropes Course is successful in developing self-confidence, building group support and increasing agility and coordination.

The activities are increasingly difficult and challenging. The day is laced with fun starting with warm-ups and group trust games. The group proceeds through the low elements, such as crossing a "deep ravine" carrying an open container of "nitro glycerine" with only a rope and their peers for assistance. Eventually the group works up to the high elements (wearing safety harnesses) such as balancing on a skinny log 30 feet up in the air, or walking across a bridge made from rope.

Real adventure is becoming more difficult for people to find and participate in. Few programs provide the opportunity to be involved in high risk, high reward activities. Too often, high risk, low reward activities (crime, drugs, illicit sex) or the low risk, low reward course of action (passive, non-involvement) is followed for lack of an attractive and accepted substitute.

The Ropes Course is a unique program, it is a high reward, seemingly high risk activity. While there is some risk involved in participating on the Ropes Course, it has been greatly minimized by strict and thorough safety measures. On the high elements, for example, participants wear a safety harness system. If they fall, they are suspended in the air by a safety (belay) line. The participants may logically understand that they are safe, but their knees still

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shake when they are 30 feet up in the air. In other words, the perceived risk is much greater than the actual risk. This is what makes the Ropes Course a mental challenge as well as a physical one.

What is the value of participating on the Ropes Course?

- It is a thrilling and fun thing to do.
- Commitment to perform where there is uncertainty of results is a healthy decision-making process.
- Proving to oneself that a seemingly insurmountable problem can be overcome is enlightening and satisfying.
- There is evidence that there is a significant positive carry-over from the experiences of successfully completing a demanding, fabricated problem as compared to overcoming everyday problems.

OBJECTIVES

The stated objectives of the Ropes Course are as follows:

To increase the participant's sense of personal confidence.

The aim of many activities is to allow the individuals to view themselves as increasingly capable and competent. By attempting a graduated series of activities which involve physical or emtional risk, and succeeding (or sometimes failing) in a supportive group atmosphere, a person may begin to develop true self-esteem.

The Course has also been planned to encourage people to try new and different activities - some of which may involve initial anxiety. It is our belief that as a person matures, s/he needs to learn to be familiar with the anxiety that proceeds any new adventure, cope with that uncertainty and dare to enter fully into new situations.

To increase mutual support within a group.

The Course is based on the assumption that anyone who conscientiously tries, should be respected. Success and failure are less important than making an effort. In many cases that success or failure of a group depends on the effort of all the members. A cooperative, supportive atmosphere tends to encourage participation. The use of teams, points and timed competition has consciously been minimized.

To develop an increased level of agility and physical coordination.

Many of the activities entail the use of balance and smoothly flowing movement. Balance and coordinated movement form the basis for many physical activities ranging from dancing to track and football. A person who perceives him/herself as physically awkward often sees him/herself as inadequate in other ways. Balance activities which can be successfully completed often give a feeling of accomplishmentand personal worth to the doer.

To develop an increased joy in one's physical self and in being with others.

One of the criteria which we have used in accessing various activities is that we must have an element of fun in it. Leaders are not solemnly engaged in building self-confidence, social cohesion and agility. Just as people in the program may regularly by anxious and even fearful, so should they even more regularly be experiencing joy, laughter and anticipation.

The program in designed to give the participants many opportunities to come to recognize that they are physical beings and that using one's body can be a joyous, satisfying, exhilarating and unambigious experience.

- Adapted from Project Adventure

from Cowstails & Cobras
Project Adventure

BACKGROUND
This Ropes Course was developed cooperatively by several of the Urban Outdoor Adventure Center (UOAC) members. San Francisco's 4-H Youth Program provided primary impetus and coordination for the design, construction, leadership training and operation of the Course. Golden Gate National Recreation Area (National Park Service) provided the site and initial equipment; Urban Pioneers (SFUSD) and Sierra Club's Inner City Outings helped build the Course. Other agencies, including Center for Adventure and Dee Conti, have also contributed a great deal.

DONATIONS
The standard fee is $28 per adult and $15 per youth (17 or younger), per day. Certain groups may be eligible for scholarships. Ropes Course Leader groups receive discounts.

WHO MAY GO ON THE ROPES COURSE?
Any group of at least 15 people and no more than 25 people. We have served school groups, recreation centers, court schools, police departments, half-way houses, businesses and corporate groups, to name a few. People from 6 years old to 63 years old (by no means the limit) have successfully participated on our Ropes Course.

HOW LONG DOES A ROPES COURSE TAKE?
We usually schedule a group from 9 to 5. Your group can come for one day or for several days. Many groups use the Course one day a week or month over a period of time. This intensifies the experience and allows for the group to really grow together.

INSURANCE
Ropes Course participants are covered by the California 4-H Youth Accident Insurance Program.

LEADERSHIP
The Ropes Course Leaders are 4-H/UOAC volunteers. Leaders must successfully complete the leadership training and then an apprenticeship before they are qualified leaders.

Leaders combine a technical knowledge of knots, rock climbing hardware, and system set-up with group facilitation skills. They are prepared to deal immediately and effectively with successes as well as problems, including medical emergencies. Leaders are an integral part of the wholly human experience which emerges from the Course.

Ropes Course Leaders are always needed. No prior outdoor experience is necessary. Women and Third World persons are encouraged to become Ropes Course Leaders. Contact UOAC (415-561-3395) or 4-H (415 -586-4115) for more information. Ropes Course Leaders receive priority scheduling and discounts for their groups.

HOW TO SIGN UP

Call UOAC to request a Ropes Course date. Call early as dates are often reserved as far as four months in advance.

CONTACT

Ropes Course Coordinator
Urban Outdoor Adventure Center
198 Seal Rock Drive
San Francisco, CA 94121
(415) 459-7277

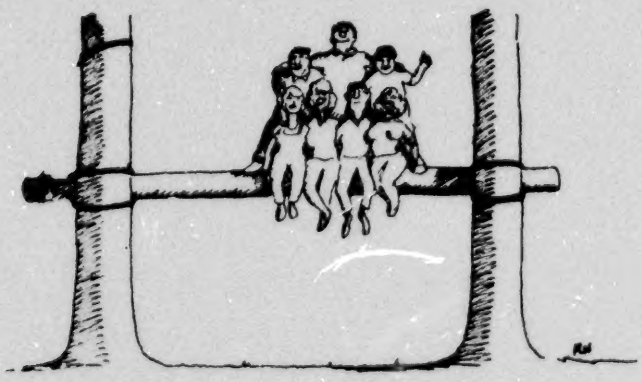
NEW MAILING ADDRESS!
Urban Outdoor Adventure Center
P. O. Box 16156
San Francisco, CA 94116
(415) 469-7277

Thank you for your interested in the 4-H/UOAC Adventure Ropes Course.

Sincerely,

Jim Brenner
4-H Youth Program Leader

Diane Nichols
UOAC Director



from Cowstails and Cobras
Project Adventure
Revised 12/83 - 1000

A COOPERATIVE EFFORT

In 1980 the University of California Cooperative Extension San Francisco 4-H Youth Program and the Urban Outdoor Adventure Center organized a cooperative effort to develop and operate an Adventure Ropes Course in San Francisco. Our purpose is to serve urban youth and adults by providing challenging outdoor adventure experiences.

Several community and school groups have been involved in building and operating this Ropes Course. Golden Gate National Recreation Area provided the site and initial equipment. Urban Pioneers (SFUSD), Sierra Club's Inner City Outings and other groups helped build the Course and continue to provide leadership.

The San Francisco 4-H program, operating since 1973, provides wilderness experiences and leader training for a variety of local youth serving agencies including schools, community and government groups. The Urban Outdoor Adventure Center, formed in 1979, is set up to facilitate cooperative adventure programs and the sharing of resources among Bay Area outdoor programmers.

Our two agencies choose to share resources and benefits in operating this Ropes Course. 4-H is primarily the resource provider and UOAC the program provider. A copy of our cooperative agreement is available from either office.

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FORT MILEY, CALIFORNIA
1900-1934

FORT MILEY is known to San Franciscans today as the terminus of one of several routes of th
38 bus line which operates mostly on Geary Boulevard, as a Veterans' Hospital, and as park
which is under the National Park Service as part of Golden Gate National Recreation Area.
historically, Fort Miley was a military garrison with its mission part of the seacoast
fense of San Francisco Harbor. It was an eventual consequence of the Board on Fortification
ded by Secretary of War William C. Endicott which issued its report in 1885.

By September 1890, Colonel George Mendel, the army engineer officer in charge of defense
nstruction in the San Francisco region, had selected for fortification a 73-acre tract of
d near Point Lobos which belonged to the City of San Francisco and since 1868 had been the
lden Gate Cemetery. After much intrigue and various maneuverings, the Federal government
cured in 1891 condemnation of 54 acres for $75,000.

It was still some years before the army did anything with its new Point Lobos Military
servation. The Spanish-American War of 1898 provided the needed stimulus and that year the
rst two buildings were built there to house a small Signal Corps detachment whose mission is
long forgotten, though it may have been to provide a warning of the approach of enemy ships
ring that war.

On September 23, 1899, an engineer lieutenant cleared and graded a road into the new reser-
ion, began clearing the ground, and soon had laid out a battery for two 12-inch guns on
ffington-Crozier 'disappearing' carriages. He also supervised erection of construction
ldings and shops.

Work began on November 27, 1899 on a battery for 16 12-inch mortars. Both batteries were
ring completion and the reservation was renamed Fort Miley in 1900 after Lieutenant Colonel
n D. Miley, U.S. Volunteers, who had died in Manila, Philippine Islands, in 1899.

The two 12-inch rifles, mounted in emplacements 1 and 2 in 1901, were Model 1895 tubes
nufactured by Watervliet Arsenal, Serial Numbers 17 and 40, and they were mounted on Model
7 Buffington-Crozier 'disappearing' carriages Serial Numbers 26 and 27, manufactured by
ertown Arsenal. The new battery was turned over to the Coast Artillery Corps on September
1902. That same year, construction of a third emplacement, this one for a single 12-inch
on a 'non-disappearing' or barbette carriage, was begun on the south flank of the two
isappearing' gun emplacements. Completed in 1903, it mounted a Model 1888 Mark II 12-inch
e manufactured by Bethlehem Steel, Serial No. 3, which was carried on a Model 1892 Watertown
enal barbette carriage, Serial No. 28. The three emplacements were named on December 27, 19
ttery James Chester" in honor of a 3rd Artillery major and Civil War veteran who had died in
3.

Meanwhile, the mortar battery was completed in 1902 and transferred to the Coast Artillery
ps on September 26, 1902. Its sixteen mortars all were Model 1890 but reports differ on
ther all were from Watervliet Arsenal or some were from Watertown Arsenal. The carriages
e all Model 1896 Mark I, half made by Watertown Arsenal, half made by the Rarig Engineering
pany. On December 27, 1904, the battery was named "Battery LaRhett Livingston" for a 3rd
illery colonel and Civil War veteran who had died in March 1903. In 1906, crowded condition
the four mortar pits induced the army to remove the two forward guns in each pit (emplacemen
nd 4), and to fill over and concrete those pits. This provided much more room for serving
remaining two guns in each pit.

Also in 1906, the battery was split administratively into two batteries of two pits each,
hough physically it was a single structure. Pits A and B to the north remained Battery
ingston, while Pits C and D, to the south, were redesignated Pits A and B of Battery
on Springer, named after a 1st Infantry captain killed in action near Lipa in the Philippine
ands in 1901.

To man these two batteries the army constructed between them a Parade Ground and a complex
frame buildings built to then-standard plans for barracks and quarters. The basic complex
built from 1902 to 1906. The horseshoe-shaped Parade Ground was open to the north with
lendid view toward the Golden Gate. Around it were, counter-clockwise from the northwest
er: an Ordnance Storehouse built in 1902 and today the only surviving building of the
ginal complex, although no longer on its original site; a two story permanent frame barracks
uartermaster storehouse; a headquarters office; a captain's quarters; a duplex quarters for
captains; and another captain's quarters. West of the latter, facing north, were two more
lex officers' quarters. To the south of them, behind and west of "Officer's Row," was a

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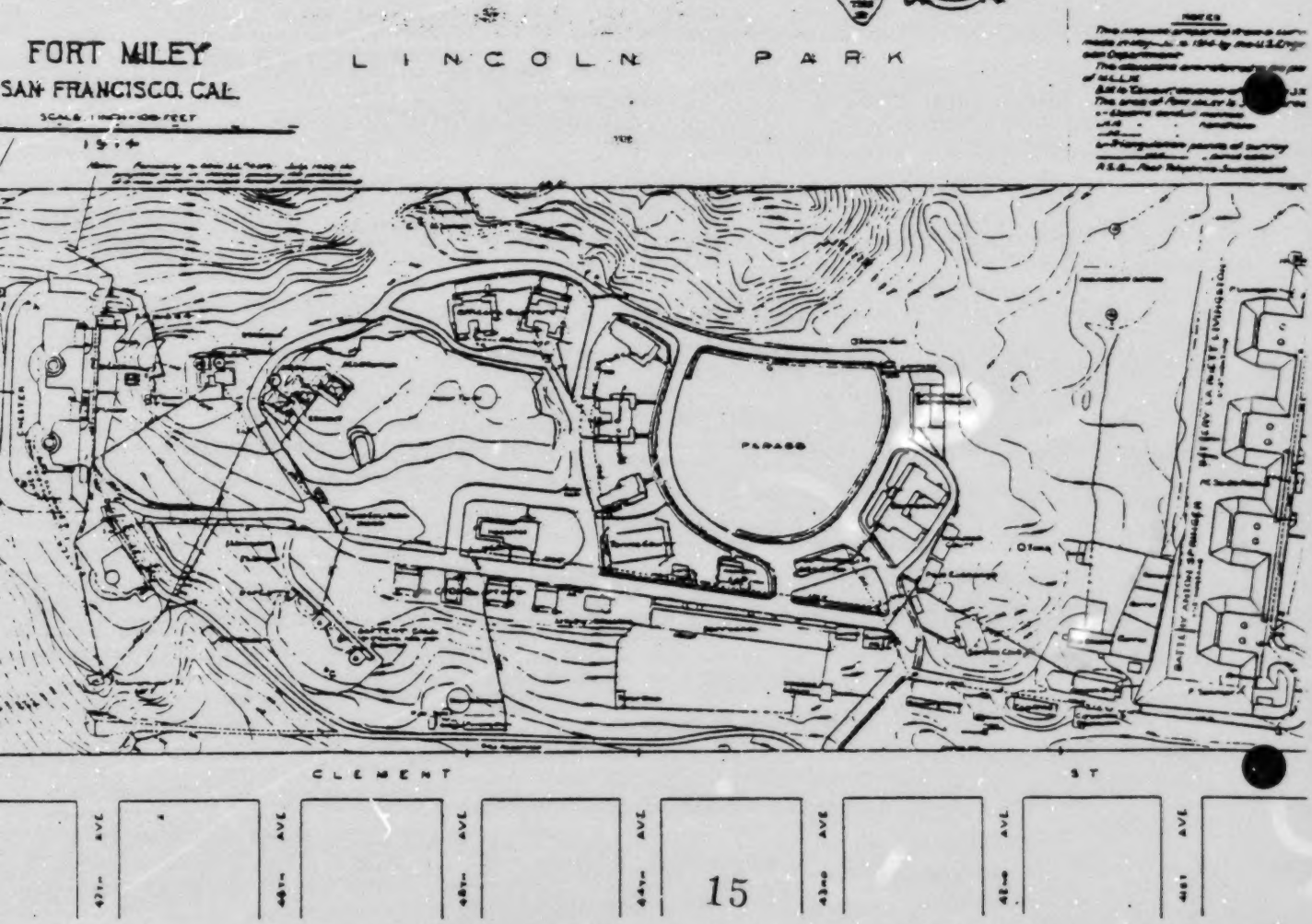
uarters, too, were similar to buildings of roughly the same date at Forts Baker and Barry.

South of the Parade Ground area, an east-west road between Battery Springer and Battery hester featured, on its south side counting east to west, a Guardhouse, a "temporary" single tory frame barracks built in 1906, an engineers' shop, and four non-commissioned officers' uarters. From time to time other buildings were added, with a spurt of World War I "temporary onstruction pushing the number to more than sixty. Battery Loren D. Call, mounting two 5-inch edestal guns, was constructed southwest of the Parade Ground in 1914, and a small anti-aircraf attery was also added, but neither of these emplacements survive today.

Early in the 1930s the Parade Ground area of Fort Miley, which since World War I had housed enerally only caretaker garrisons, was selected as the site of a new Veterans' Hospital. The rmy retained the batteries to the east (Livingston and Anton Springer) and the west (Chester nd Call), but most of the buildings around the Parade Ground area were demolished in 1934 to ake way for hospital construction. The one exception was the Ordnance Storehouse at the ortheast corner of the old Parade Ground, which was moved some distance to the southeast, in ront of Battery Springer's earthworks. There it survives today as the only original Fort iley building still standing, and is used by the National Park Service as the South District anger Office. All of the other buildings of historic Fort Miley, except for Batteries Chester ivingston, Springer, and a new battery called Construction No. 243 built for two six inch guns n barbette carriages in 1943, are gone. The guns were removed from the 12 inch and mortar atteries in 1943, and from the new six inch battery in 1949. And today, Fort Miley is truly an Francisco's forgotten garrison.

By Gordon Chappell



WHAT IS A ROPES COURSE LEADER?

The role of a Ropes Course leader requires understanding and ability in all facets of Ropes Course operation, including:

- Use and care of equipment
- Set up and take down operation
- Safety procedures and policies
- Emergency response
- Ropes Course philosophy and effective leadership skills
- Group process and facilitation techniques
- Completion of necessary forms and reporting
- Effective program design and delivery for different groups

The leaders' responsibilities begin long before the actual day on the Course. The flow chart in this section shows the many tasks a leader performs.

The leaders' example is a powerful tool on the Ropes Course. Leaders project the real meaning of the Ropes Course, they set the tone for the entire experience.

Each leader must be constantly aware of the impact s/he has on the participants' experience. The leader is a model. A leader inspires confidence by projecting confidence and clearly establishing that "I am in charge, I know what I am doing, and you can trust me."

An effective leader:

....models playfulness and trust
....generates energy and enthusiasm
....guides the interactions of participants, facilitating constructive communication
....brings skills of sensitive observation which can help groups and individuals clarify perceptions of self and others
....is often the strongest source of emotional support for participants, providing a shoulder to lean on, or an ear to listen, or a voice to calm
....provides questions, not answers, insuring that each participant has his/her own experience

In addition to working with people, leaders are responsible for prompt and careful attention to forms, and equipment care and maintenance. The Ropes Course is a cooperative venture, each leader needs to carry a share of responsibility for maintaining the Course, and leaving it in proper order for the next user.

The leader must manage to balance the "global" eye, in touch with everything happening on the Course at all times, with the "personal" eye, focusing on an individual or a group engaged in a challenge. This takes practice and "360°" vision.

All leaders are trained volunteers and are literally what makes the Ropes Course possible. They contribute to all facets of of Course operation: leader hip, safety inspection, equipment maintenance, training of new leaders, updating the handbook, recruiting new leaders, and promotion.

We are involved in the Ropes Course because we believe in it. The joys of leaderchip - meeting new people, helping people (including ourselves) grow, experiencing emotions, playing, and creating are our rewards. Let's not lose sight of that in the maze of responsibilities we willingly assume.

With experience, the details can be handled smoothly and efficiently, leaving maximum time to enjoy!

"I don't know what your destiny
will be, but one thing I know:
the only ones among you who will
really be happy are those who
will have sought and found how
to serve."

Dr. Albert Schweitzer

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ADVENTURE ROPES COURSE
4H-UOAC

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San Francisco, CA 94121
561-3395

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San Francisco, CA 94116
(415) 469-7277

ROPES COURSE LEADER INFORMATION

Ropes Course Leaders are rewarded with an intense and intimate experience in individual and group growth. They have a unique opportunity to work with people as they are experiencing a variety of feelings, including fear, joy, frustration, and accomplishment. Leaders are an integral part of the wholly human experience which emerges from the Course. As one Ropes Course Leader, Beth Buller, put it, "Sometimes I think it should be called the 'People Course,' because it is the people who make it what it is."

Ropes Course Leaders are always needed. No prior outdoor experience is necessary. Women and third world persons are especially encouraged to become trained. Currently we have about 25 leaders. These leaders are all volunteers, although some are paid by their own agency when they bring their own group through (i.e., a teacher who is a Ropes Course Leader and brings her/his class through the Course on school time).

There are two levels of Ropes Course Leaders. Following is a description of each:

ASSISTANT LEADER

Description

Assistant Leaders work with and support the Team Leaders in running the Ropes Course. This includes course set-up and take-down, warm-ups, introduction of Ropes Course elements and enforcing proper safety guidelines, along with basic leadership skills.

Prerequisites

1) Be at least 15 years of age
2) Have spent one full day on the Ropes Course as a participant

Commitment

1) Work on the course no less than two days a month during open months (mid-February through mid-November) or a cumulation of 18 days per year
2) Attend annual refresher training/social.

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Training

There are two ways to train to be an Assistant Leader:

1) The most complete way is to take the Assistant Leader training, offered once or twice a year. This weekend training covers technical and safety skills, how to present RC elements, and basic leadership and facilitation skills.
2) or, you can work on the Course on certain days (arranged in advance) while the Course is being run. A leader will take you under her/his wing on this day to teach you Assistant Leader skills. This method may take longer, but it is a good way to get involved in between trainings.

When you begin your training you will receive a "Leadership Criteria" sheet listing the skills you'll be learning. When you feel you know a skill, ask a Leader Trainer to sign you off on that skill.

TEAM LEADER

Description

At every Ropes Course there is a Team Leader. This person has overall responsibility for everything that happens on the Course while s/he is leading it. Team Leaders are called Team Leaders for a reason--they head the leadership team (i.e., the other Ropes Course Leaders). The Team Leader works with the other Leaders in the successful coordination, planning, implementation, and evaluation of the Ropes Course day. The Team Leader also works with the Assistant Leaders in identifying their weak areas and helping them to strengthen their Ropes Course skills. Team Leaders are encouraged to become involved in the "inside workings" of the Ropes Course. They are invited to attend the Leadership Development Committee (LDC) meetings, held every other month to advise 4-H and UOAC on Ropes Course management issues.

Prerequisites

1) Be 18 years of age
2) Spend one full day on the Ropes Course as a participant
3) Have current Red Cross or Heart Association CPR card
4) Have a current Red Cross Standard First Aid card
5) Be an Assistant Leader or take the Assistant Leader training

Commitment

The commitment is the same as for Assistant Leaders.

Training

The Team Leader training (two weekends) is offered once a year. This training covers the technical and safety components in more detail, group processing and facilitation skills, environmental care, logistics, working with Assistant Leaders, and emergency procedures. The Team Leader skills are listed on your "Leadership Criteria" sheet. You are welcome to start working on acquiring those skills and get signed off prior to the training. As you prepare to be a Team Leader you will have more responsibility each time you work on the Course. For example, one day you may lead warm-ups, another day you may

supervise set-up and take-down. When you are ready, you will do your apprenticeship. This is a day where you run the Course as a Team Leader. A Leader Trainer will be there to observe and evaluate the day with you.

WHAT'S IN IT FOR YOU?

Consider the following:

Service--An opportunity to serve others and work with special populations including "youth-at-risk," deaf and disabled.

Peak Experiences--Face a challenge . . . face yourself.

Personal Satisfaction--gained in an adventurous environment.

Strategies--innovative and effective ways of reaching people and sharing yourself.

New and Improved Skills--as a Ropes Course Leader and Teacher.

Access to Ropes Course--Ropes Course Leaders get preferred access and scheduling privileges. This is valuable when you realize that the Course is often booked up to 4 months in advance.

Refresher/Reunion/Recognition Day--an annual day to learn new skills and recognize the contributions our Ropes Course Leaders have made.

Publications--The Ropes Course manual and quarterly newsletter the "What-Knot?" give you leadership and program techniques you can use on and off the Course.

Good People--an opportunity to work with a variety of interesting and fun individuals.

WHAT'S IN IT FOR 4-H/UOAC

The Ropes Course is run by volunteer leaders. We always need more high-quality, committed leaders. The more leaders we have, the more Courses we can run. In taking this training you are committing yourself to volunteer on the Course an average of two days a month. We hope this commitment will continue for several years to come.

Past experience has shown that leaders are most effective when they work on the Course on a regular basis--usually two days a month.

Thank you for your interest in being a Ropes Course Leader. For more information, or to be put on the training mailing list, contact Diane Nichols at UOAC (561-3395) or Jim Brenner at 4-H (586-4115).

Sincerely,

Jim Brenner
4-H Program Leader

Diane Nichols
UOAC Director

THE "CHECK OFF" PROCESS
OR, Becoming an Assistant Leader, Team Leader and Leader-Trainer

Each new Ropes Course leader receives the list of leader objectives (in this section). These are the skills necessary to be an effective Ropes Course leader.

When a leader feels competent in a skill, s/he asks qualified leader-trainers to watch his/her skill and sign it off on the objectives list. Assistant leaders must complete the objectives in column B. Team leaders must complete the objectives in columns A and B. Team leaders then do an "apprenticeship day." This involves leading a Ropes Course as a team leader. A leader-trainer will observe the apprentice and discuss his/her performance with him/her. Together they decide if the apprentice is ready to be a team leader. This process can take anywhere from several months to a year.

To be a leader-trainer qualified to check leaders off on the objectives, the leader must:

- Be a team leader who has led and been responsible for six or more days on the Ropes Course
- Have assisted in leading the leader training during the leader training weekends
- Have expressed a desire and willingness to be a check off trainer
- Have worked on the Ropes Course with at least one member of the Leader Development Committee (LDC) during the six months prior to being considered for the position
- Be approved by the LDC

4-H/UOAC ROPES COURSE LEADER OBJECTIVES

NAME: _____ DATE INITIATED: _____

ADDRESS: _____ COMPLETED: _____

CITY: _____ ZIP: _____ PHONE: _____ / _____
(day) (night)

TRAINERS: _____ _____

_____ _____

Trainer initial and date in margin when completed

A. Team Leaders must complete all training objectives (i.e., A & B)
B. Assistant Leaders must complete specified objectives (i.e., B only)

A	B	
		PHILOSOPHY: Trainees will demonstrate knowledge of the:
___		1. Goals of 4-H Adventure Program and Urban Outdoor Adventure Center.
___		2. Goals of Adventure Ropes Courses as outlined by "Project Adventure".
___		3. Goals and methods of humanistic, cooperative, group facilitation.
		LEADERSHIP: Trainees will demonstrate knowledge and ability in:
___		1. Their responsibilities, limitations, and liabilities in conducting Ropes Course activities.
___		2. The basic principles of interpersonal relations and group dynamics.
___		3. Planning and implementing an appropriate and effective progression of Ropes Course activities for a group.
___		4. The various ways to effectively present initiatives to a group.
___		5. Disseminating information concerning a planned Ropes Course to participants, their parents, and other appropriate individuals.
___		6. Organizing and directing a group in carrying out an assigned task.
___		7. Organizing and delegating responsibilities in the safe and proper set-up and take-down of the Ropes Course.
___		8. A commitment to maintaining proper standards of safety and conservation in Ropes Course operations.
___		9. The common risks on the Ropes Course and appropriate preventative measures for each.
___		10. Where to find emergency assistance and techniques for summoning aid.
___		11. The signs and systems of hypothermia, how to prevent it, and how to treat it.
___		12. Disposing of human and other waste with proper regard for sanitation and the environment.

A B

13. Completing and returning the required forms for Ropes Course operation.

"KNOWING THE ROPES": Trainees will demonstrate their knowledge and ability in:

1. How to dress for the Ropes Course.
2. Specific safety guidelines for each Ropes Course element.
3. Teaching, demonstrating, and enforcing effective "spotting".
4. Teaching and using appropriate climbing signals as needed.
5. Environmental, social, and technical conditions which call for termination of an event or the entire Course.
6. Techniques for minimal environmental impact as related to:
   a. Using trails and size of group.
   b. Preservation of flora, fauna, and aesthetic value of area.
7. Tools and materials needed from Storage Locker to set-up Ropes Course and where they should be stored.
8. Selecting an appropriate tool for a given situation.
9. Care for tools and equipment.
10. Relative strengths and other characteristics of various Ropes Course tools, equipment, and materials.
11. The safe working load for a rope and the strength reduction caused by common knots.
12. Properly coiling a rope.
13. Properly inspecting and caring for a rope.
14. Commonly used rope terms.
15. Tieing and describing suitable uses for each of the following knots: bowline on a bight, water knot (overhand followthrough), larks head, fisherman's.
16. Identifying and knowing the proper care and use for the following items: steel carabiners, aluminum carabiners, "Rapid" links, Sticht Belay Plates, Figure-8 Descender, Chest Harness, Seat Harness, Helmets, Nylon Tubular Webbing, Rescue Pulley, Snatch Block, Wire Clip, Turnbuckle, Thimble-eye bolt, sockets, ratchet, "Come-along", Haven's grips, adjustable wrench, vice-grips, strand-vice.
17. Safely handling, setting-up, and transporting ladder.
18. Safe and correct set-up, use, and take-down of Ropes Course low elements.
19. Safe and correct set-up, use, and take-down of Ropes Course high belay and transfer system.
20. Carrying out a routine inspection of Ropes Course elements and site.
21. Teaching and checking the proper tying of a "swiss seat", and chest harness.
22. Properly fitting and connecting harnesses.

A B "KNOWING THE ROPES" (cont'd.)

23. Properly connecting an individual to a belay system.
24. Making and supervising safe transfers from one belay system to another.
25. Releasing participants on "Zip Wire" and "Un-zipping".
26. Organizing, directing, and completing a successful rescue on a high element.
27. Storing all equipment and materials properly in Ropes Course storeroom (including the storage of wet equipment).
28. Components of an effective Ropes Course introduction and "warm-up" sequence.
29. Planning and implementing an appropriate and effective "warm-up" sequence.
30. Thoroughly and effectively presenting an element to a group including "task", safety guidelines, and facilitation.
31. Bringing about an effective and appropriate closure ("de-brief") to a Ropes Course session.

ADDITIONAL: Trainees will:

1. Have current Red Cross Basic First Aid Certification (minimum), expiration date:_____.
2. Have current Cardio-Pulmonary Resucitation (CPR) Certification, expiration date:_____.
3. Directly experience all Ropes Course elements. (GO FOR IT!)
4. Demonstrate an overall maturity, stability, and good judgement in all Ropes Course matters.

To be signed by trainee:

"I have read the 4-H/UOAC Adventure Ropes Course Leader Manual. I understand the material and agree to uphold the standards and guidelines set forth in the manual."

Signed _____ Date _____

S.F. 4-H Adventure
revised: August 1983
150 copies

LEADER DEVELOPMENT COMMITTEE

Ropes Course leader input is essential in making the Course a safe and meaningful experience. Your support, ideas, concerns and involvement are needed and wanted - to help the Ropes Course serve you better.

The Ropes Course has five major committees:

LEADER DEVELOPMENT
Leader training and development. Includes recruitment and evaluation.

PROGRAM DIRECTIONS
Develop and maintain a diverse experiential Ropes Course program.

FUNDRAISING
Raising money and securing resource donations.

PR/OUTREACH
Increase visability and recognition among the general public, target groups, potential funders and potential leaders.

OPERATIONS
Operate a cost-effective and clientele responsive program. Provide support for Ropes Course leaders and other volunteers.

You are invited to work on a committee, a sub-committee (leaders' handbook, maintenance and construction, etc.) or a special project ("What-Knot," first aid, refresher day, etc.) This is your Ropes Course. Get Involved!

PLANNING CHECKLIST

BEFORE THE DAY

Remember PPPPP: Proper Planning Promotes Prime Performance

	Contact UOAC re: group and financial arrangements.
	Contact leader of group to discuss expectations and necessary preparation. -Explain need for forms, money, proper clothing. -Establish what to do if weather is questionable or bad. -Determine where group will meet on the Course. -Get a clear sense of the group's purpose and what they expect of a Ropes Course experience. -Remind them arrival time is 8:45 and to bring their own lunch and beverage.
	Recruit assistant leaders. Discuss with them what they want to do on the Ropes Course day.
	Begin 4-H group enrollment form.
	Plan schedule for Ropes Course day.
	Re-contact assistants, and review their responsiblities.
	Prepare own personal gear, including extra clothing, pen, pencil, notebook, outlines for assistants, water, pocket knife, special "props."

THE DAY

BEFORE PARTICIPANTS ARRIVE - Be on time - Be organized - Use the time efficiently - Don't rush

	Have pre-course meeting with assistants to review plan and responsibilities.
	Read maintenance log for important notes and changes.
•	Get extra release forms and parking permits from storage.
•	Get gear and set up Course.
•	Safety inspect and test all elements and gear.
•	Make needed repairs of equipment, if possible, or drop activity from day's schedule. Record repair or needed repair in maintenance log.

SESSION BEGINS - Be enthusiastic - Welcome participants

*	Distribute name tags.
	Meet the group and introduce yourself.
*	Collect the money and forms and check them for completion.
	Are all forms and financial matters settled? Eliminate participants who do not have the necessary paperwork.
*	Check the clothing of participants. If unable to correct attire, eliminate those not prepared. Are there enough participants to run the course? If not STOP!

* May be performed by assistants, but ultimate responsibility rests with the team leader.

INTRODUCTION - Set a positive tone

	Introduce all leaders, mention those still on Course.
	Make introductory statement, setting tone for the day. - Goals/philosophy - Run cooperatively by 4-H and UOAC - History of Course - GGNRA - Environmental care - Methods - Safety - Restrooms - Plan for day - Lunch time - Expected end of session - Ropes Course leaders-volunteer capacity/ authority/responsibilities

ACTION BEGINS - Get involved - monitor the "big picture"

	Conduct warmups and spotting exercises, including trust fall.
	Conduct morning activities.
	Break for lunch, after specifying what time activities will resume.
	Review afternoon plan with assistants, revise as needed.
	Re-check elements to be used in afternoon for safety.
	Conduct afternoon activities.

Distribute evaluation sheets (participants mail them back, postage paid). -OR- Have group complete evaluation sheets, then collect.
End session. Thank participants and staff. If appropriate, sell t-shirts, mention upcoming leader training, etc. If anyone stands out as a potential leader, discuss this with him/her personally.

AFTER PARTICIPANTS HAVE DEPARTED

Dismantle equipment and place in proper bags.
Check entire course to be sure that everything is in order. - Secure all permanent installations. - Restore environment.
Return equipment to storage room and store properly. - If equipment is wet, hang to dry.
Note in maintenance log book if anything needs maintenance or of any maintenance done. Write important notes on board. Later on, call chairperson of equipment committee to notify him/her.
Complete group enrollment form, put in envelope with money and statements. Leave in equipment room.
Complete accident/near miss forms, if needed, and return to 4-H.
Debrief day with all leaders. Discuss how the day went, and each leader's strengths and things to work on.
Pat yourself on the back for a job well done!

ROPES COURSE PLANNING SHEET

DATE_____

GROUP_____

MEETING PLACE_____

ARRIVE_____ LUNCH_____ END____

TEAM LEADER _____

ASSISTANTS _____ _____

_____ _____

SET UP _____ _____

_____ _____

_____ _____

FORMS AND MONEY _____

INTRODUCTION _____

WARM-UP EXERCISES

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

GROUP DIVISIONS - LOW ELEMENTS

Group 1	Group 2	Group 3
Leaders _____	Leaders_____	Leaders_____
_____	_____	_____
Elements _____	Elements _____	Elements _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ _____ _____

_____ _____ _____

GROUP ELEMENTS _____

HIGH ELEMENTS
Introduce High Elements _____

Perch Belayer _____ Beam Belayer _____

Transfer 1 _____ Transfer 2 _____

Cargo Net Belayer _____

Floater _____

GROUP ELEMENT _____

Debriefing _____

WORKING WITH HEARING IMPAIRED LEADERS/PARTICIPANTS ON THE ROPES COURSE

The most effective way to approach working with any disability group is to be positive and open-minded. The "disabled" person will know better than you what are his/her specific areas of physical strength and weakness. Stress the strengths, be aware of and use both the disabled person's and your own creativity to compensate for the weakness. Don't be afraid to ask - you'll get both needed information and communication.

Hearing impairment functions as a communicational disability.
Factors to consider are:

- Does the hearing impaired person have speech skills?
- Does s/he have any residual hearing?
  - enough for one-to-one communication?
  - enough to hear a yell or whistle?
  - only high or only low frequencies?
- Does s/he have lipreading skills?
- Does s/he have written English skills?
  - enough for written communication?
  - enough for very basic: "restroom," names of elements?
- Is s/he used to being around hearing people?
- Does s/he have sign language skills?

Your communication strengths to remember:

- Ability to "connect" - attention, caring, creativity
- Non-verbal skills - writing, drawing pictures/cartoons, miming, body language/facial expression, common gestures
- Common sense

It's important to take advantage of whatever is available, both from your perspective and the hearing impaired person's.

A sign language interpreter (two for a full day, so they can take turns) is an extremely important person to have around if you are working with a deaf group. An interpreter is highly trained and experienced at voicing the hearing impaired person's signs, and signing your spoken communication. When using an interpreter, be sure the group can see <u>both</u> you and the interpreter - they will watch your body language and face <u>and</u> the signing from the interpreter. Be sure the sun is not in their eyes (fat chance on the Ropes Course). Speak to the group, <u>not</u> the interpreter, and maintain eye contact with any person originating the communication. That way you can "connect" and <u>you</u> can see <u>their</u> body language, facial expression, gestural descriptions, etc.

Do as much direct communication as possible. Speak in a normal tone/volume, and at a normal speed. The interpreter will seem to be a little behind - s/he has to wait until you say something before s/he knows what to sign. Do ask for questions,

etc., as you would with a hearing group but remember that hearing impaired people need time to see who is talking, then watch the interpreter. If it's a mixed group of deaf and hearing, take time so that all can be fully aware of what is happening.

The following is an outline of a typical Ropes Course day with a hearing impaired group, with a mix of deaf and hearing leaders. Things to watch for, and suggestions are included.

Pre-day Communication

Since the hearing impaired leaders have probably organized the group, you might want to designate one of them as liaison for the others. They all have access to TTY's* while you may not. Some have interpreters at work who can voice over the phone. If you have any questions about communicating, ask the deaf leader. Be clear who will arrange for interpreters on the Course.

Equipment Room

Meet a little early, and be sure to have an interpreter scheduled to be there. Have everyone's visual attention before you start to say something. When using an interpreter look at and speak directly to the deaf person in a normal tone and at your regular pace - don't wait for the interpreter to catch up. If the deaf person is lipreading you (no interpreter), speak slowly without exaggerating - and be as creative and clear with mime or gesture as you can. Have the deaf leaders teach you (or review) the spotting and climbing signals. Relax, and don't overexplain things.

Set Up

This may be a good time to pair a deaf person with a hearing person, for ladder crew and set up of low elements - it gives people a chance to work directly together. For the High Four set up, be sure there's an interpreter available if a deaf leader is setting up.

Greeting, Forms

Just as with a hearing group, the organizer should be there. You'll need an interpreter.

Introduction Talk

Keep your language simple and direct - people will seem to be watching the interpreter, who should be sitting next to you. Be sure the group doesn't have the sun in their eyes.

Warm-ups, Spotting

Remember to talk first, then demonstrate. Hearing impaired people can't respond to spoken instructions when they are bending over to touch their toes. You'll have to get their visual attention each time you want to start something different. Use your assistants here.

Proceeding to the Course

A trust walk can be a very special experience for a hearing impaired group.

Low Elements

Some hearing impaired people have bad balance. While this is true, it doesn't need to be an excuse. Try to be simple, direct, clear in your introduction to each element. Again, use your assistants, and the interpreter. It can be just as interactive as a hearing group. Remember that you can't yell instructions about spotting while a participant is on an element. You can have one leader "spotting the spotters" - to pull out anyone who isn't attending, to remind individuals to keep their fingers together, etc. And if you want to talk to the participants, remember they must be able to see the interpreter.

Lunch

Be sure the group knows when to come back. Be sure the interpreters get a break.

High Elements

During the introduction, review the climbing commands, including the signs for them. You might have them (and the leaders) practice as a chorus - everyone responding, not just a demonstration. Assign an assistant to teach unzipping including a "zip line clear" signal. The belayers may not sign, so you need to work out a facilitation system. If the belayer is hearing, the inerpreter can move so the participant can see him/her, and interpret for the belayer. If the belayer is deaf, or if there are not enough interpreters to go around, you might want one of the deaf assaistants to play the facilitator role. It's a good idea to have at least one deaf assistant on the High Four transfers, so the participants can have direct contact nearby rather than having to look down 30 feet for communication.

Emergencies

Stay in charge, and use your interpreters. Remember that the participant will be especially aware of your body language and facial expression - look calm and confident.

Debriefing

A hearing impaired group can be just as expressive (or not) as a hearing group. Just remember they need to know visually who is speaking.

Take Down and Leader Debrief

Make sure you still have an interpreter.

Remember, this is just an outline - use your creativity and common sense.

Nancy Grant
4-H/UOAC Ropes Course Leader

*A teletypewriter, known as a TTY or TDD, is a terminal that makes it possible for deaf people to communicate with a regular telephone because the conversation appears in print. Both parties must have a TTY.

KNOWING THE ROPES

This section includes the nitty gritty of running the Ropes Course, the necessary forms, insurance, environmental care, equipment, general safety and emergencies. It may not be as glamorous as leading a group, but it's definitely as important in developing a wholistic Ropes Course leader!

FORMS, FABULOUS FORMS

Some folks say they become Ropes Course leaders just because they love to handle the Ropes Course forms. The challenge of catching the trapeze on the Perch is nothing compared to the exhilarating feeling of pride and accomplishment when you know you've filled out the forms properly.

Seriously, filling out the forms properly is one of the most important responsibilities of a Ropes Course leader. The forms are essential for access to the Course, insurance coverage, maintaining accurate statistical information and evaluation of the Course.

Take the time and effort to fill out all forms completely, accurately, and promptly.

A description of each form follows:

INFORMATION SHEET: General information on the 4-H/UOAC Ropes Course.

CONFIRMATION LETTER: Sent to every group that registers for the Ropes Course confirming their date and donation and giving them general Course information.

STATEMENT OF UNDERSTANDING/MEDICAL INFORMATION: Every person must have one of these properly completed before participating on the Ropes Course. Without the signature (required in two places for minors), the person is not covered by 4-H insurance and therefore may not participate on the Ropes Course. Collect and check these before beginning any physical activity, e.g. warm-ups. Review each form for special medical concerns. These forms are turned in with with the 4-H Group Enrollment Summary.

ACCIDENT/NEAR MISS: This form should be completed whenever there is an accident or near miss on the Ropes Course. It should be filled out by the leader present at the accident/near miss and also signed by the team leader. Return it to 4-H immediately. This form alerts us to Ropes Course hazards, especially recurring ones. With the information they provide we are able to make the Ropes Course safer and prevent future injuries.

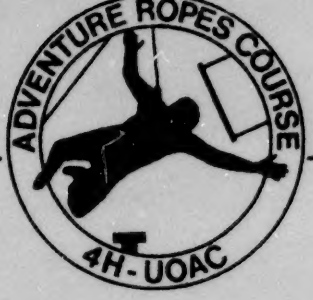
INSURANCE CLAIM REPORT FORM (4-H-1098): Filled out when a participant is treated by a physician or at a hospital for an injury. The form goes with the injured person to the hospital and is returned to 4-H.

4-H GROUP ENROLLMENT SUMMARY (4-H-1038): A summary of information about the group served. The team leader completes this form with information from the "Statement of Understanding/Medical Information" forms. This is turned into UOAC at the end of the Ropes Course day.

PARTICIPANT EVALUATION: Given to each participant at the end of the Ropes Course day. This is an essential source of evaluative information, please don't forget to hand these out and encourage their use! Completed evaluations are kept at the UOAC office and are available for review by Ropes Course leaders.

LEADER EVALUATION: Used by leaders to provide constructive feedback to other leaders. Completed evaluations are kept at the UOAC office and are available for review by Ropes Course leaders.

Cooperative Extension
University of California



Urban Outdoor Adventure Center

COW PALACE

CONFIRMATION LETTER

__/__/__

Dear

You are scheduled for the 4-H/UOAC Ropes Course on __/__/__. The following information is to assure a safe and successful experience for your group:

FORMS: Enclosed is a Statement of Understanding/Medical Information form. Xerox the number you need for your group and have each participant fill it out completely. Parents/guardians must sign for minors (anyone under 18 years of age). Bring all forms on the Ropes Course day. Only those individuals with properly completed forms may participate. Forms must be signed in two places for minors.

CLOTHES: Tell your group to wear appropriate warm clothing. Tennis shoes or light hiking boots, loose fitting long pants, long sleeved shirts and a warm jacket are recommended. Leave large belt buckles, jewelry, wrist watches, knives, radios, chewing gum, and the like, at home. Long hair should be tied back.

LUNCH: Bring a lunch and beverage. There are chemical latrines nearby.

TIME: Arrival time is 8:45 a.m. at the Ropes Course unless otherwise arranged. As you walk up the vehicle service road, you will see the Ropes Course on your right. Let the Ropes Course leaders know you have arrived and continue up the road to the lawn area. If you are more than half an hour late, your course may be cancelled. The Course usually lasts until 5:00 p.m.

FEE: The UOAC and 4-H are nonprofit, community service agencies. The Ropes Course is supported by donation, fund raising events, private grants and contributions. Your donation helps to defray equipment and administrative costs. Your donation is $_____ per youth and $_____ per adult, or a scholarship donation of $_____ per youth and $_____ per adult for the scheduled date. Your group size must be a minimum of 15 people, a maximum of 25. Groups smaller than 15 will still be charged for the minimum group size. Youth are up to 18 years of age. $75/day deposit must be paid to UOAC two weeks after the Ropes Course date has been scheduled. If your deposit is not received by __/__/__ your Ropes Course will be cancelled. The remainder of your fee is due on the morning of the Course, minus the deposit. If you cancel your scheduled date six weeks before the date, half of your deposit will be refunded. After that, the deposit is non-refundable. Fees and deposits are payable by check or money order only, made payable to "Urban Outdoor Adventure Center".

(over)

The University of California Cooperative Extension in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities. Inquiries regarding this policy may be directed to: Warren E. Schoenover, 317 University Hall, University of California, Berkeley, California 94720, (415) 642-0903.

Co-Operative Extension Work in Agriculture and Home Economics – U.S. Department of Agriculture, University of California, and No. 1-A District Agricultural Association (Cow Palace)

GROUP INFO: Complete the "Group Information Sheet" and return with the deposit.

RAIN: We go by Murphy's Law of Rain - If it doesn't look like rain, it will, and vice versa. So, we don't usually cancel a Course until the morning of a Course. Your Ropes Course leader will contact you if your day is cancelled.

A FRIENDLY REMINDER: There are 22 elements on our Ropes Course (and it's still growing!) Most groups are able to go through five to eight elements in one day. Please be on time and prepared so that your group will be able to have a full, complete day on the Ropes Course. There is one thing we can't stress enough: Put one person in charge of having your forms properly filled out and complete, having your donation ready and making sure your participants are not wearing jewelry, or chewing gum, etc. This will give your group more time for the Ropes Course.

We hope the above information is helpful to you. Please call one of us if you have any questions. We look forward to serving you and your group.

RETURN ALL FORMS AND MONEY TO UOAC: DO NOT SENT ANYTHING TO 4-H.

(Mailing address only)
Diane Nichols
Urban Outdoor Adventure Center
2278 - 28th Avenue
San Francisco, CA 94116
(415) 469-7277

NEW MAILING ADDRESS!
Urban Outdoor Adventure Center
P. O. Box 16156
San Francisco, CA 94116
(415) 469-7277

Sincerely,

Jim Brenner
4-H Youth Program Leader

Diane Nichols
UOAC Director

NOTE: Four-H, UOAC, and its agents reserve the right to cancel a Ropes Course Session at any time for a reasonable cause. Reasonable Cause includes: inclement weather, inappropriate clothing or behavior, inadequate support staff, defective equipment or hazardous elements on the course, and/or improperly completed or missing forms.

Cooperative Extension
University of California
4-H Youth Program

Urban Outdoor Adventure Center
U.O.A.C.
West Fort Miley, G.G.N.R.A.

Ropes Course Date:_____ STATEMENT OF UNDERSTANDING/MEDICAL INFORMATION **Group Name:**_____

I am aware in signing this statement for participation in the 4-H/U.O.A.C. Ropes Course that certain elements are physically demanding. Therefore, as a participant, I should only participate in the 4-H/U.O.A.C. Ropes Course if I am free of medical or physical conditions which might create undue risk to myself or others who depend on me. I understand that physical strength is not necessary.

I am aware that these activities involve a potential risk for injury to my person and property. I understand that I am covered (up to $5000. maximum benefit) by the 4-H Youth Insurance Program (Cooperative Extension - University of California) for any injury sustained to my person while participating in the 4-H/U.O.A.C. Ropes Course I acknowledge that I am aware of and assume all risks over and above those covered by the 4-H Youth Insurance Program and wish to participate in the course. To the extent that I participate in such activities, I do so voluntarily and assume full responsibility for any loss and/or inconvenience resulting from an injury to my person (over and above that covered by the 4-H Youth Insurance Program) and/or property resulting therefrom. I further agree to indemnify and hold harmless the 4-H/U.O.A.C. and its agents from any and all liability incurred as a result of my participation.

I also agree that the terms hereof shall serve as a release and assumption of risk for my heirs, executors, and administrators, and for all members of my family, including any minors.

X_____ _____
(Signature) (Date)

(Parent or legal guardian must sign for all person under 18 years of age. Proof of age will be required.)

Name:_____ Age:_____
(Please type or print)

Address:_____
(number and street) (City) (state) (state) (zip)

Phone:_____ Check one: Male ☐ Female ☐
(area code) (number)

American Ind. or Alask. Nat. ☐ Asian or Pac. Is. ☐ Black ☐ Hispanic ☐ White ☐

EMERGENCY MEDICAL INFORMATION

Birthdate:_____ Last Tetanus Toxoid Booster:_____

Allergies to drugs, foods, insect bites, etc.:_____

_____

Any special medications or pertinent medical information:_____

_____

In Emergency Contact:

(Name) _____ (Relationship) (Home Phone) (Work Phone)

(Name) _____ (Relationship) (Home Phone) (Work Phone)

Family Physician:_____
(Name) (Address) (Phone)

Insurance Company:_____ Policy No.:_____

AUTHORIZATION TO TREAT A MINOR

(must be completed for all persons under 18 years of age)

I (we) the undersigned parent, parents, or legal guardian of_____, a minor, do hereby authorize and consent for any x-ray examination, anesthetic, medical or surgical diagnosis rendered under the general or special supervision of any member of the medical staff and emergency room staff licensed under the provisions of the Medicine Practice Act or a dentist licensed under the provisions of the Dental Practice Act and on the staff of any acute general hospital holding a current license to operate a hospital from the State of California Department of Public Health. It is understood that this authorization is given in advance of any specific diagnosis, treatment or hospital care being required but is given to provide authority and power to render care which the aforementioned physician in the exercise of his best judgement may deem advisable. It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the patient, but that any of the above treatment will not be withheld if the undersigned cannot be reached.

This authorization is given pursuant to the provisions of section 25.8 of the Civil Code of California.

This consent shall remain effective through _____, 19___

_____ X_____
Date Signature of Father, Mother or Legal Guardian

BEST COPY

San Francisco 4-H Adventure Program
Cooperative Extension-University of California

4-H ADVENTURE ROPES COURSE

ACCIDENT/"CLOSE CALL" REPORT
(For Internal Use Only)

IMPORTANT: COMPLETE ALL SECTIONS OF THIS FORM WITH SPECIFIC FACTS ONLY.

To be filled out whenever:

- A medical problem has had a significant effect on an individual's participation.
- An individual receives medical attention.
- An incident occurs which does not result in injury, but reveals a potential safety problem (a "close call.")

Leader Supervising Activity (full name):_____

Date:_____ Time:_____ AM/PM RC Site/Name:_____

Weather:(circle) sunny foggy hail light wind strong wind
overcast rain other_____

Activity Involved:_____

Name of Victim(if more than one attach additional forms with complete victim information):_____

Street Address:_____ City:_____ Zip:_____

Phone:_____ Age:_____ Sex:_____ Type of Clothing:_____

Size: Small(up to 100 lbs.)_____ Medium(100-140 lbs.)_____ Large(140-180 lbs.)_____
X Large(180 and up)_____ Other physical conditions_____

Pertinent Medical Info: (check "Statment of Understanding"):_____

_____

_____

Name(s) of Primary Witnesses(full name(s):_____

_____

Description of Incident:_____

_____

_____

Resultant Injury(if any):_____

_____

First Aid Treatment Given:_____

_____

Other Medical Treatment Action Taken:(transported to hosptial? where? with who? etc.):

_____

_____

(turn over and complete other side)

List possible safety rules or procedures that were not followed today:_____

_____

List possible safety rules or procedures that the victim did not follow:_____

_____

Describe victim's previous level of participation (Behavior and Attitude):_____

_____

_____

_____ _____

Signature of leader filing report Signature of Team Leader

_____

Date filed

Return completed form immediately to:

Jim Brenner
4-H Youth Program Leader
P. O. Box 34066
San Francisco, CA 94134

The Continental Insurance Company

4-H YOUTH PROGRAM CLAIM REPORT

Complete All Parts Fully

A. TO BE FILLED IN BY 4-H LEADER OR STAFF MEMBER **POLICY NUMBER BYP 9432**

NAME OF 4-H CLUB OR GROUP _____ COUNTY _____

NAME OF INJURED MEMBER _____

COMPLETE DESCRIPTION OF ACCIDENT AND INJURIES (Date, How, When, Where, GIVE DETAILS)

_____

_____

LEADER OR STAFF MEMBER _____

ACTIVITY INVOLVED _____

I certify that the above named member was injured on the date of the accident described and that the information above is true and complete to the best of my knowledge and belief.

SIGNATURE OF 4-H LEADER _____
(Name) (Title)

STAFF MEMBER _____
(Date) (Phone)

B. STATEMENT OF PHYSICIAN OR DENTIST

DATE AND DETAILS OF ACCIDENT _____ DATE FIRST SEEN _____

DIAGNOSES _____ DATE DISCHARGED _____

_____

Do you know whether patient has other medical insurance? Yes ☐ No ☐ MediCal ☐

If yes, please specify _____

Please itemize your charges for this accident below.

Dates of Treatment	Charge	Type of Service, Treatment, Supplies
_____	_____	_____
_____	_____	_____

TOTAL _____ ATTENDING PHYSICIAN _____

CREDIT _____ (NAME AND DEGREE) _____ PHONE ( ) _____

BALANCE _____ ADDRESS _____

SIGNATURE _____ IRS No. _____

C. TO BE FILLED IN BY INJURED ADULT LEADER OR BY PARENT OR GUARDIAN OF INJURED MEMBER

YOUR NAME _____ RELATIONSHIP TO INJURED _____

ADDRESS _____
(Street) (City) (State) (Zip)

ARE YOU COVERED BY MEDI-CAL? _____

TO WHOM SHOULD PAYMENT BE MADE?
Providers of Services ☐ Claimant ☐ Other ☐ (Provide name and address on other side.)

I hereby authorize the release to The Continental Insurance Company of any medical or other information necessary to determine benefits under this policy. A photostatic copy of this authorization shall be considered as effective and valid as the original.

DATE _____ SIGNATURE _____ ( ) _____
(Parent or Guardian of injured member) (or injured Adult Leader) (Phone)

Have You Completed All Sections?

BEST COPY AVAILABLE

Pac AH CL 4718
4-H 1866

4-H ADVENTURE ROPES COURSE

ENROLLMENT ROSTER: GROUP ENROLLMENTS

Course Name or Site: (1) _____

County: (2) _____ Co. # (3) _____

Unit # (4) _____ Group Name: (5) _____ Ropes Course Date: (6) _____

Team Leader(full) (7) _____ Phone ( ) (8) _____

Special Interest

(9) Racially Integrated Community? Circle: Yes No

(10) EFNEP Group? Circle: Yes No

List Ropes Course Leaders and other volunteers for this group

(11)	SEX	ETHNIC BKGRND	LEADER TYPE		LEADERS FULL NAME	PROJECT
1						5 + A
2						5 + A
3						5 + A
4						5 + A
5						5 + A
6						5 + A

List Participants for this group

(12)	SEX	ETHNIC BKGRND	RESI-DENCE	YEAR IN 4H		AGE IN YEARS		PROJECT
1								5 + A
2								5 + A
3								5 + A
4								5 + A
5								5 + A
6								5 + A
7								5 + A
8								5 + A

Brief description of Grp. & Rps. Cs. experience.

RECORDING CODES

SEX

Male : M

Female: F

Ethnic Bkgrnd

Amer. Indian : I

Asian : A

Hispanic : H

Black : B

White : W

Residence (Youth Only)

Farm : F

Rural, under 10,000 : R

City, 10,000 to 50,000 : C

Suburb of City over 50,000 : S

City over 50,000 : M

Leader Type (Adults)

Org/Community : C

Asst/Co-Commun. : A

Project : P

Resource : R

Other : O

Age (youth) and Year in 4H (Youth Only)

Enter 2 digits

E.g.: 01 for 1 year; 10 for 10 year Etc.

continue listing on back of sheet

Be sure to list all leaders & particip

Participants: continued listing

	SEX	ETHNIC BKGRND	RESI-DENCE	YEAR IN 4H		AGE IN YEARS		PROJECT	
9								5 + A	
10								5 + A	
11								5 + A	
12								5 + A	
13								5 + A	
14								5 + A	
15								5 + A	
16								5 + A	
17								5 + A	
18								5 + A	
19								5 + A	
20								5 + A	
21								5 + A	
22								5 + A	
23								5 + A	
24								5 + A	
25								5 + A	
26								5 + A	
27								5 + A	
28								5 + A	
29								5 + A	
30								5 + A	
31								5 + A	
32								5 + A	
33								5 + A	
34								5 + A	
35								5 + A	
36								5 + A	

Leaders: continued listing

	SEX	ETHNIC BKGRND	LEADER TYPE	LEADERS FULL NAME	PROJECT
7					5 + A
8					5 + A
9					5 + A
10					5 + A
11					5 + A
12					5 + A
13					5 + A
14					5 + A
15					5 + A
16					5 + A
17					5 + A
18					5 + A
19					5 + A
20					5 + A
21					5 + A
22					5 + A
23					5 + A
24					5 + A
25					5 + A
26					5 + A
27					5 + A
28					5 + A
29					5 + A
30					5 + A
31					5 + A
32					5 + A
33					5 + A
34					5 + A

+ attach additional sheets as needed +

Cooperative Extension
University of California

COW PALACE

P.O. BOX 34066
SAN FRANCISCO, CALIFORNIA 94134
TELEPHONE (415) 586-4115

GUIDE TO COMPLETING "ENROLLMENT ROSTER: GROUP ENROLLMENTS"
for the compleat idiot

This is the form that summarizes all the information about each group that participates on the Ropes Course. At the end of the Ropes Course day, the team leader compiles this information from the "Statement of Understanding" forms that each participant gives us. Filling this summary out properly and completely is critical for us to maintain proper information on the groups we serve.

After filling out the summary (directions below), put it in an envelope with the "Statement of Understanding" forms and the money received from the group. Write on the envelope the Ropes Course date, name of the group, and amount of money. Seal the envelope and put it in the "completed forms" box in the Ropes Course room. Any money received from t-shirts should be put in a seperate envelope.

These forms must be completed immediately after the course and left in the equipment room! Under no circumstances should they be mailed! We learned this the hard way.

1. Enter name of Ropes Course (e.g. Fort Miley, Challenge Sonoma, Glen Park)
2. Enter the name of the county the group is from. If the group is from more than one county, enter the main county, or "San Francisco."
3. Leave blank.
4. Leave blank.
5. Enter the name of the group.
6. Date of Ropes Course.
7. Print team leader's name.
8. Team leader's phone number.
9. Circle "yes" or "no."
10. Ignore this line.
11. In this section, enter the correct recording code for each and every Ropes Course leader's sex, ethnic background, leader type and full name (first and last). Most Ropes Course leaders are project leaders.
12. In this section, enter the correct recording code for each and every Ropes Course participant's sex, ethnic background, residence, year in 4-H and age in years. Age in years is written in two digits, for example, 06 for 6 years old, or 60 for 60 years old, etc.

The University of California Cooperative Extension in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities. Inquiries regarding this policy may be directed to: Warren E. Schoonover, 317 University Hall, University of California, Berkeley, California 94720, (415) 642-0903.

Co-Operative Extension Work in Agriculture and Home Economics – U.S. Department of Agriculture, University of California, and No. 1-A District Agricultural Association (Cow Palace)

Cooperative Extension
University of California

COW PALACE

ADVENTURE ROPES COURSE
4H-UOAC

P.O. BOX 34066
SAN FRANCISCO, CALIFORNIA 94134
TELEPHONE (415) 586-4115

4-H/UOAC ROPES COURSE EVALUATION

Please take five or ten minutes to help us evaluate the Ropes Course. In the boxes below mark "Y" for yes, "N" for no, "S" for somewhat, or leave blank if it doesn't apply. Then fold in thirds and drop in a mailbox (no postage required). Thank you!

Jim Brenner
4-H Youth Program Leader

Diane Nichols
UOAC Director

Group name:_____ Ropes Course date:__/__/__

During the Ropes Course I experienced: ☐ laughter ☐ fear ☐ physical challenge
☐ trust in others ☐ friendship ☐ mental challenge ☐ confidence in myself
☐ a safe feeling ☐ group support ☐ group cooperation ☐ boredom

The Ropes Course leaders were: ☐ effective ☐ caring ☐ encouraging
☐ competent in leading the group ☐ competent in using the equipment

☐ I want to go on the Ropes Course again.

What was the best thing that you got out of the Ropes Course?

What do you see as the values of the Ropes Course?

List strengths and/or weaknesses of your Ropes Course leaders:

Additional comments:

Your name (optional):_____ ☐ female ☐ male

☐ 0-8 yrs ☐ 9-12 yrs ☐ 13-18 yrs ☐ 19-25 yrs ☐ 25-35 yrs ☐ 36 and up

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Co-Operative Extension Work in Agriculture and Home Economics – U.S. Department of Agriculture, University of California, and No. 1 A District Agricultural Association (Cow Palace)

Fold Along Dotted Line

COOPERATIVE EXTENSION
U.S. DEPARTMENT OF AGRICULTURE
UNIVERSITY OF CALIFORNIA
BERKELEY, CALIFORNIA 94720

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF AGRICULTURE
AGR 101

CHRIS ANDERSON
EVALUATION READER
4-H/UOAC ROPES COURSE
24 FOREST AVENUE
SAN ANSELMO, CA 94960

AN EQUAL OPPORTUNITY EMPLOYER

Fold Along Dotted Line

Peel Backing Off and Seal

4-H/U.O.A.C. ROPES COURSE LEADER EVALUATION

EVALUATION OF _____ who was serving as

_____ (Leader, Assistant Leader, Apprentice)

GROUP NAME _____ DATE _____

FOR EACH ITEM LISTED BELOW, PLEASE RATE THIS PERSON USING THE SCALE:

1-superior 2-above average 3-average 4-below average 5-poor (circle)

This person was well prepared for his/her role.	1	2	3	4	5
This person was competent in using the equipment.	1	2	3	4	5
This person worked well with others.	1	2	3	4	5
This person communicated clearly with others on the leadership team.	1	2	3	4	5
This person maintained proper safety standards.	1	2	3	4	5
This person emphasized care of the environment.	1	2	3	4	5
This person was effective in giving directions to the participants.	1	2	3	4	5
This person was effective in setting the tone for the day.	1	2	3	4	5
This person gave participants support and encouragement when appropriate.	1	2	3	4	5
This person showed enthusiasm.	1	2	3	4	5
This person participated with the group when appropriate.	1	2	3	4	5
This person thoroughly and effectively presented elements including the task and safety guidelines.	1	2	3	4	5
This person was effective in facilitating the group.	1	2	3	4	5
This person was on time.	1	2	3	4	5
This person was effective in giving the proper amount of help to insure that participants had their own experience.	1	2	3	4	5
This person showed sensitivity to the needs of the group and individuals by altering the plan for a particular element or activity as necessary.	1	2	3	4	5
I believe this person presents a good image for the Ropes Course.	1	2	3	4	5

FOR LEADERS AND APPRENTICES ONLY:

This person delegated responsibilities to others.	1	2	3	4	5
This person contacted all leaders in advance and clearly explained the plan and responsibilities prior to the arrival of the group.	1	2	3	4	5

If there was an accident/near miss s/he handled the situation properly. Explain.

This person reviewed all paperwork prior to beginning the Ropes Course.	Yes				No
This person made sure all leaders were introduced to the group and that their roles were clear.	1	2	3	4	5
This person brought proper, complete closure to the day's activities.	1	2	3	4	5
This person checked that all equipment was properly secured on the course and gear returned and properly stored in the locker.	1	2	3	4	5

OVERALL RATING: 1 2 3 4 5

* * * * * * * * * * *

I THINK THIS LEADERS STRENGTHS ARE: (continue other side)

I THINK THIS LEADER NEEDS TO WORK ON:

I WOULD/WOULD NOT LIKE TO WORK WITH THIS LEADER AGAIN.

OTHER COMMENTS:

_____ _____

(Your Name) (Date)

INSURANCE AND LIABILITY COVERAGE

Participants (adult and youth) involved in the 4-H/UOAC Ropes Course are enrolled in the 4-H Youth Program and are therefore covered by the California 4-H Youth Insurance Program. There is no insurance charge for participants involved less than six weeks. The cost is $1.21/person/year for individuals involved six weeks or more. This medical-accident insurance program pays medical costs up to $5,000 for accidents that occur during any authorized 4-H/UOAC Ropes Course activity.

Adult leaders involved in the 4-H/UOAC Ropes Course are issued a 4-H Leader Card after training and fulfillment of leader criteria, and then protected by the same liability coverage as staff members of the University of California. This coverage applies to all times when the leader is engaged in any official meeting or activity.

Upon request, the Cooperative Extension - University of California can provide Bodily Injury and Property Damage ("Hold Harmless") coverage for the use of facilities for all official 4-H Adventure activities. This general liability coverage is provided to the National Park Service for use of the West Fort Miley, Golden Gate National Recreation Area, 4-H/UOAC Ropes Course site and equipment storage area.

Contact the 4-H office for more detailed information and a copy of the California 4-H Youth Insurance Program brochure.

ENVIRONMENTAL CARE

West Fort Miley was originally sand dunes. In the early 1920's the U.S. Army planted Monterey Pine (Pinus radiata) with Monterey Cypress (Cupressus macrocarpa) to help camouflage the defense batteries.

The West Fort Miley environment is very fragile. There is only 8 to 10 inches of duff from 60 years of fallen needle matter covering the dune sand. Areas under the trees that receive heavy use have exposed the sandy soil and the shallow tree roots. This is particularly evident on the hill slopes, especially steep slopes. Exposed roots may lead to disease and death for the trees.

The Fort Miley forest has developed into a unique habitat favorable to a wide variety of mushrooms. The mushrooms appear during the winter following heavy storms. The Mycological Society identifies and collects mushrooms regularly during the winter season. In 1982, a rare mushroom was discovered growing in the Fort Miley area.

Prior to the Ropes Course, Fort Miley was visited by a only a handful of visitors. Because of the easily eroded soils, the thin duff layer, the shallow tree roots, and the mushroom habitat, Ropes Course leaders must teach participants to take special precautions to protect the area. It also gives us a chance to teach participants about environmental awareness.

Teach your group how to traverse or "zig-zag" down the Ropes Course slopes, rather than cut straight down a hill. Also, explain that the plants, mushrooms, animals, etc., at West Fort Miley must not be disturbed. Explain that when clearing an area of pine cones and sharp sticks, <u>do not kick</u> these objects away because the pine needles get kicked away also, stripping the ground of its protective duff.

If we all work to help protect the environment, we can keep the Course around for a while!

Information from: Jim Milestone
Resource Specialist, Golden Gate
National Recreation Area

THE CLIMBER'S ROPE: QUALITIES AND CARE

A climber's rope is a precision tool. It should be treated with the same care and respect as any other fine instrument. When a life may literally "hang by a thread," too much care cannot be given for the preservation of that thread.

All belay ropes used on the Ropes Course are made of nylon, a synthetic material that is both rot and mildew resistant. Although nylon ropes weather better manila ropes, no rope is indestructible. Learn the fundamental rules of rope care, as well as the specifics regarding nylon rope.

General Rope Care

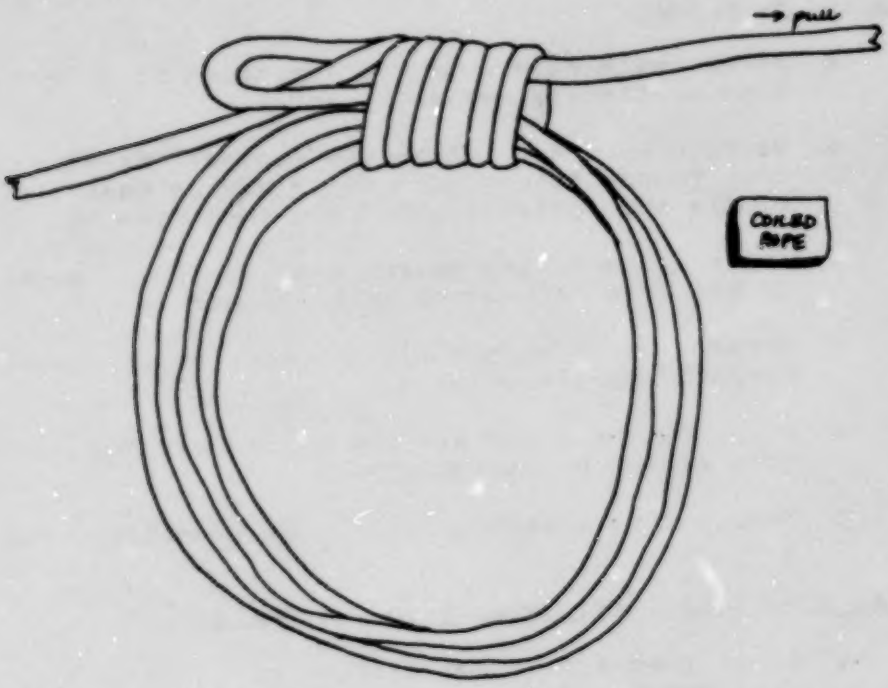
- Never walk on a rope. Stepping on it grinds dirt into fibers, thereby weakening it.
- Never drag a rope along the ground. Small rock crystals and fragments can work their way between the fibers and slowly and invisibly, cut the rope from the inside.
- Never allow a rope to run over any sharp edge, especially if the rope is bearing a heavy load.
- Never leave a rope stretched or under tension for an extended period of time.
- Ropes Course ropes are not to be used for anything other than Ropes Course activities.
- Keep a rope reasonably dry, if possible, and dry before storing.

Nylon rope (goldline, webbing, polypropalene)

- Nylon itself will not mildew, but organic materials such as lichens and mosses may become attached to the rope and produce mildew.
- Nylon ropes are subject to oxidation, and should not be stored in direct sunlight. Normal use in sunlight is not harmful.
- Oils, spirits, gasoline, and lacquer thinners must be kept away from synthetic ropes. Lacquer thinner can destroy a nylon rope in minutes.
- Never allow nylon rope to run rapidly over another nylon rope, as the friction will produce enough heat to melt the rope fibers. Use carabiners to connect nylon ropes.

Storing the Rope

- Remove all tight knots after using and before storing.
- Coil the rope using mountaineers coil unless it is wet. If wet, hang to dry.
- Do not hang ropes over sharp nails.
- Store away from radiators or other sources of heat.
- Do not store in dirty car trunk or similar place.



Rope Inspection

- Perform an "inch by inch" hand and eye inspection of each belay rope before each day of use.
- Examine all ropes at regular intervals.
- If puffs of fiber are observed at any point along the line, RETIRE THE ROPE.
- Thoroughly examine a rope immediately after any of the following:

  - it has held a severe fall (other than a normal fall on

the high elements).

- it has been hit by a falling object (branch, pine cone, etc.), regardless of the size of the object.

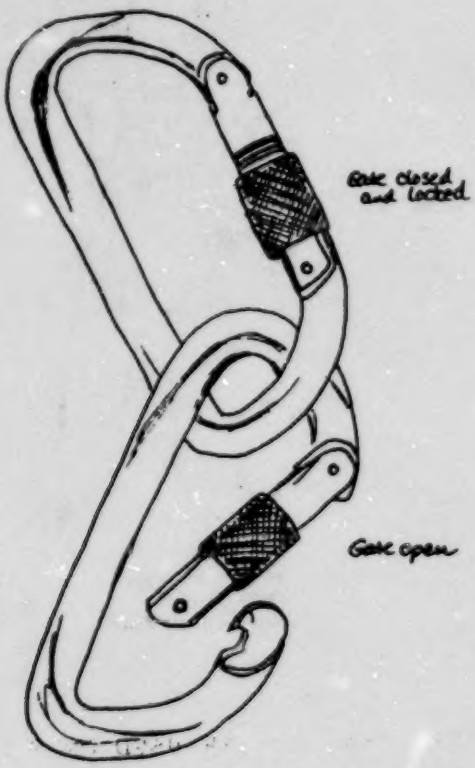
- it has been subjected to a sudden strain while passing over a sharp edge.

Washing Ropes

- Ropes are washed on a regular basis to remove dirt, which can cut into a rope and shorten its life.

CARABINERS

- Do not drop from any height.
- Do not throw on the ground or hard surface.
- Gates should be locked down and out when in use.
- Steel and aluminum may be used interchangeably for most purposes, EXCEPT: Use only steel carabiners or quick links when the carabiners will be sliding on a wire rope.
- Only locking carabiners are used.



LOCKING CARABINERS

WEBBING

- If wet, hang to dry before storing in bag.
- Avoid contact with chemicals.
- Avoid running over cables, sharp objects and edges.
- See guidelines for nylon rope.

PARACHUTE-TYPE SAFETY HARNESS

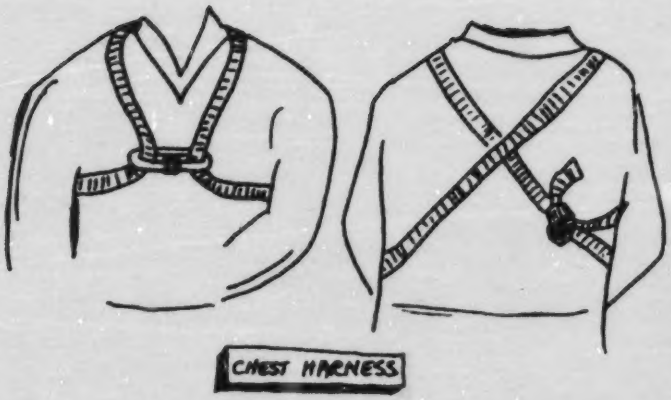
- Avoid contact with sharp objects and harsh chemicals.
- Be sure to use back-up knots for leg and chest adjustments.
- Protect from dirt and moisture as much as possible.
- Double check condition and security of anchor ring in upper back.

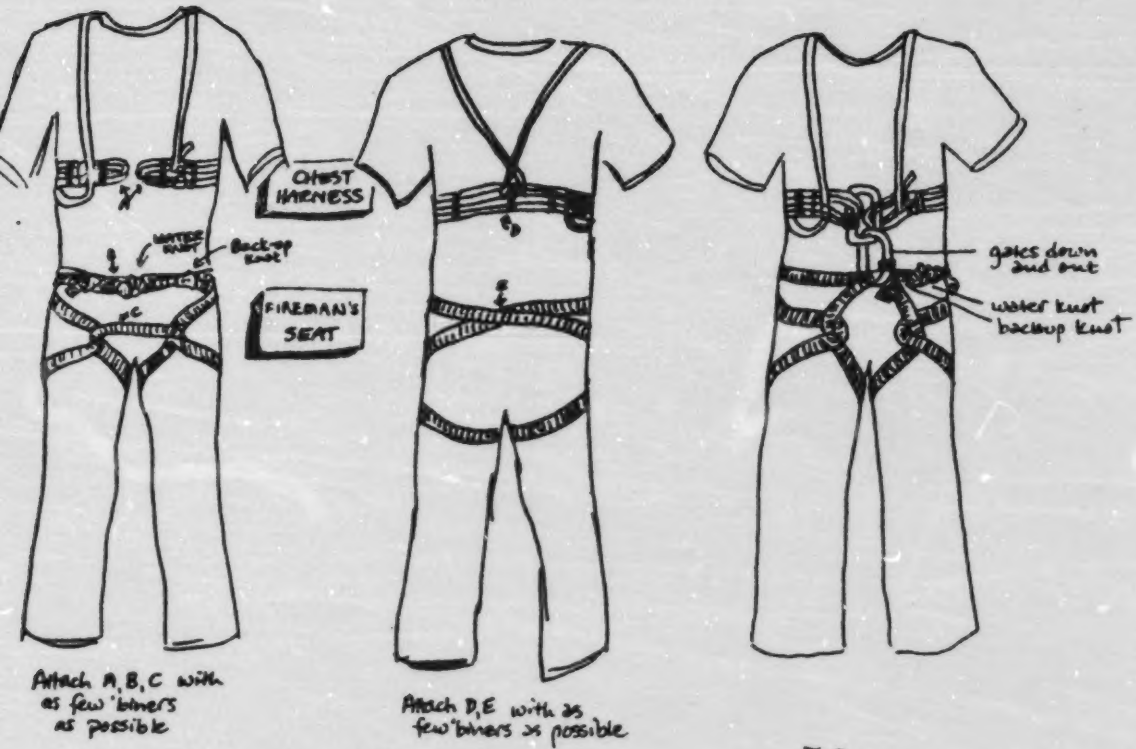
STICHT BELAY PLATES

- Protect from impact.

NOTE: ROPES COURSE EQUIPMENT MAY BE USED ONLY FOR THE ROPES COURSE.

HARNESSES


CHEST HARNESS


CHEST HARNESS
FIREMAN'S SEAT
Back-up knot
goes down and out
water knot
backup knot
Attach A, B, C with as few 'biners as possible
Attach D, E with as few 'biners as possible

SAFETY INSPECTION

All equipment used on the Ropes Course must be inspected prior to use by any group. This involves a close-up inspection of all ropes, hardware, cables, and connections.

Any equipment that is questionable should not be used. If a defect is found, correct it and affix a note to the equipment, record in the maintenance log, and inform the chairperson of the equipment committee and UOAC of the defect.

Here is what to look for:

Carabiners
- Excessive wear
- Cracks
- Rust
- Deformities
- Improper closure of gates and locking mechanism

Cables and Chains
- Splinters, barbs, jagged edges
- Kinks
- Excessive rust
- Signs of wear
- Slippage at connections
- Stretching

Connections
- Excessuve corrosion or rust
- Loose
- Damaged

First Aid Kit
- Medical contents complete
- Emergency Procedure sheet
- Accident/Near Miss form
- 4-H Insurance Claim form
- Dimes (for telephone calls)

Ground
- Rocks
- Fallen branches
- Pine cones
- Glass
- Other dangerous objects

Hardware
- Broken, loose, or rusted lags, nuts, and bolts
- Loose wire clips which can cause cable slippage
- Missing wire clips (3 clips/connection)

Harnesses
(both parachute-type and ready made climbing harnesses)
- Intact buckles and connections
- Cuts
- Ripped seams
- Defective buckles
- Discoloration from chemicals
- Hardening or stiffness

Helmets
- Secure suspension system
- Cracks
- Secure chin straps
- Sanitary (sniff test)

Ladders
- Rungs solidly secured
- End loops solidly secured
- Check rungs for splinters, cracks, cuts

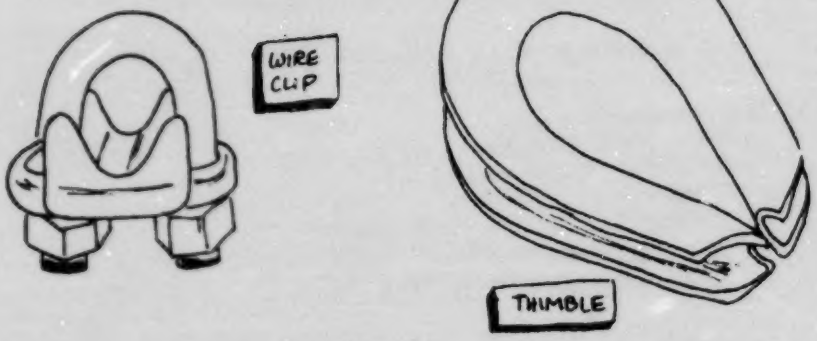
Ropes
- Cuts
- Inspect all belay lines inch by inch
- Fraying
- Excessive wear
- Chemical damage
- Abrasions

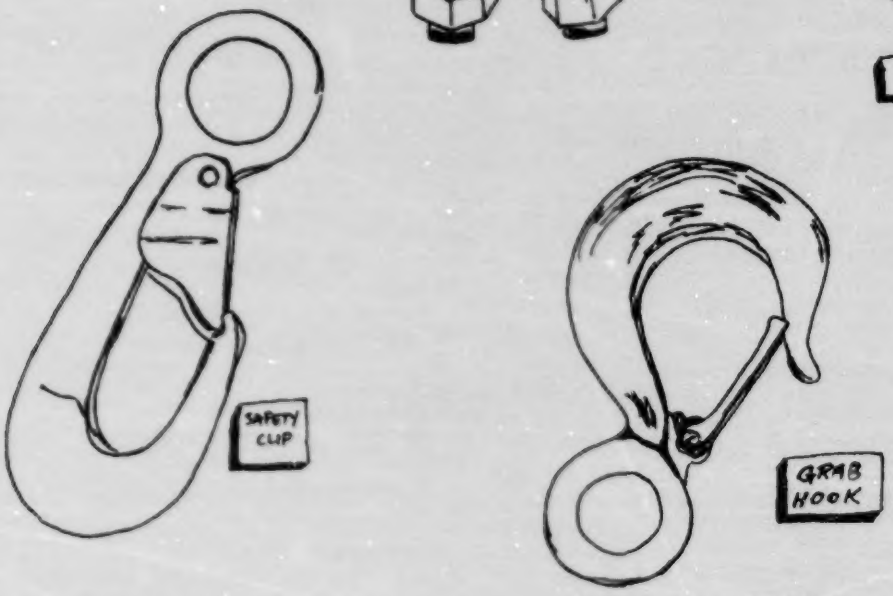
Trees
- "Widow Makers" (dead branches)
- Signs of decay
- Cracks
- Cuts
- Overhanging branches which could interfere with activity

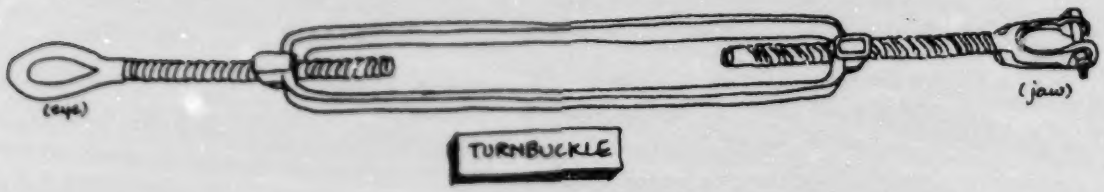
Sticht Belay Plate
- Cracks
- Crushing or bending
- Excessive wear
- Intact self-anchor cord

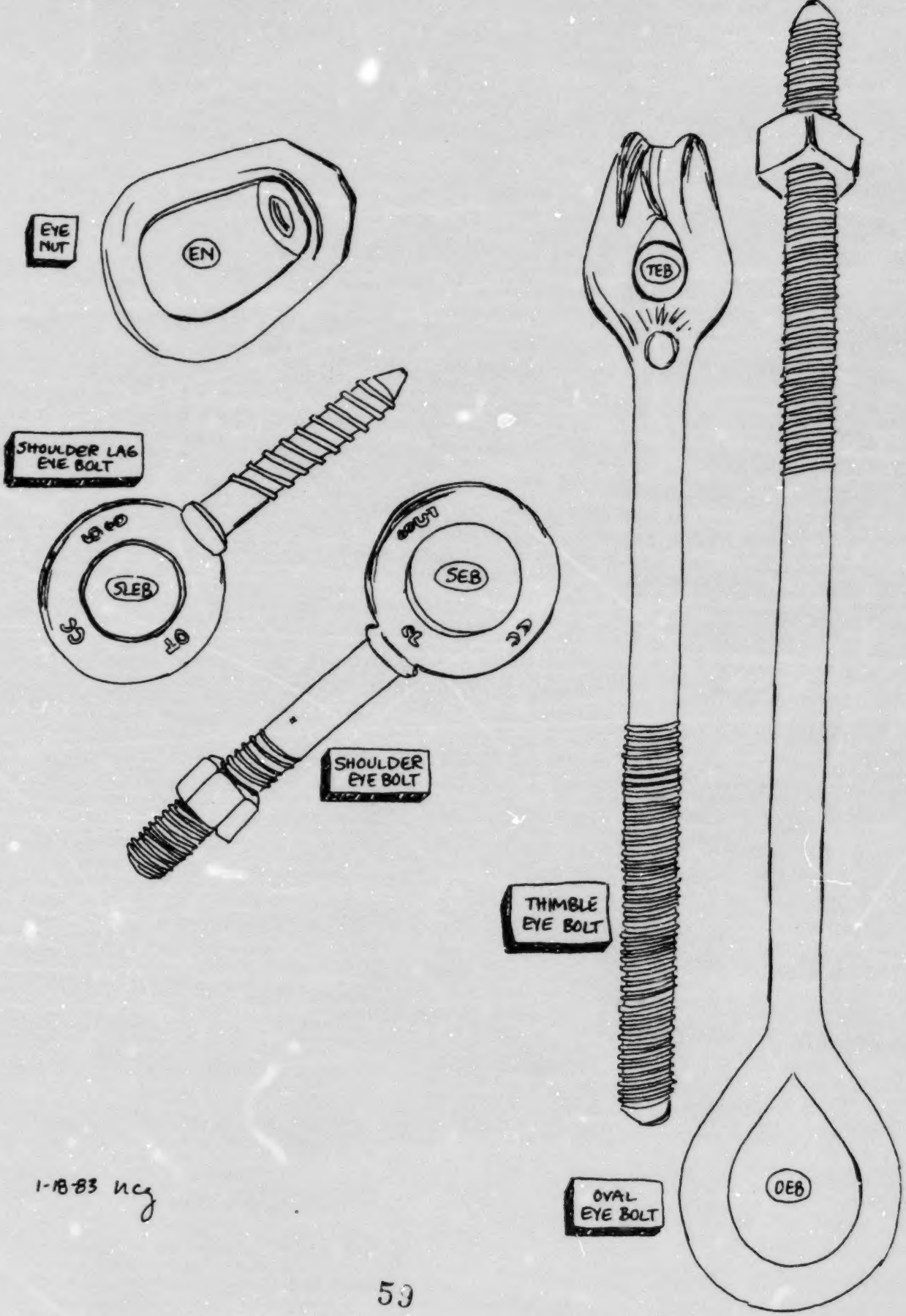
Webbing and Self-Belaying System
- Inspect inch by inch
- Check fixed knots
- Cuts
- Excessive wear
- Chemical damage
- Fraying
- Abrasions

Wood
- Signs o decay
- Structural cracks
- Splinters
- Cuts








EYE NUT
EN
SHOULDER LAG EYE BOLT
SLEB
SHOULDER EYE BOLT
SEB
THIMBLE EYE BOLT
TEB
OVAL EYE BOLT
OEB

1-18-83 ncg

KNOTS

A knot is a configuration in a rope to join two lines together, fasten it into a loop or onto some other object.

Knots should be: Simple and easy to tie
Safe and durable
Easy to untie after being loaded

Efficiency of Knots (strength % of rope maintained)

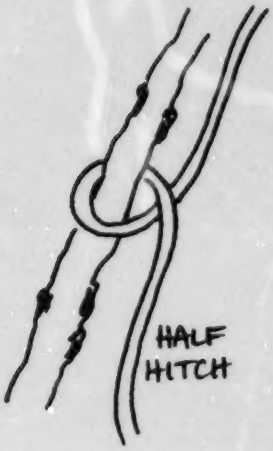
Bowline	65%
Bowline-on-bight	69%
Fisherman's Knot	59%
Double Fisherman's (Grapevine)	70%
Water Knot (in webbing)*	64%
Figure 8	71%
Square Knot	54%
Overhand Knot	49%
Splice	87%

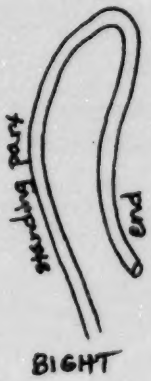
The above rating is a composite of comparisons. What this rating or any such comparison points out is that the actual knots or splices significantly affect the breaking point of the rope. It would seem that a knot has only about 50% of the strength of a new rope. In actual experience, it is almost unknown for a rope to break in the knot.

Knots have a tendency to loosen. Nylon webbing is especially slippery. Thus every knot should be cinched down firmly and a safety overhand knot should be tied tightly against the knot.

At the 4-H/UOAC Ropes Course the bowline-on-a bight is used for belay systems in connecting the participant to a belay line.

adapted from: Cowtails and Cobras
Mountaineering: Freedom of the Hills





* Also known as overhand follow-through or ringbend knot.

LARK'S HEAD

FISHERMAN'S (2 separate ropes)

KNOTS

FIG. 8 on a BIGHT

WINTER (2 separate ropes)

Note: an overhand backup knot is always tied against this knot when used as a belay knot.

BOWLINE-ON-A-BIGHT

BOWLINE

FIGURE 8

OVERHAND

SITE INSPECTION AND MAINTENANCE SCHEDULE

Team leaders are responsible for performing daily inspection and maintenance. The Equipment/Construction/Maintenance Committee is responsible for tri-yearly inspections.

R - Replace
I - Inspect and adjust or replace if necessary

Maintenance Item	Maintenance Intervals ea day of use	ea 4 months	ea 7 years	10 years
Course Inspection	I	I	I	I
Nylon Rope and Polypropalene Rope	I	I	R	
Manila Rope	I	I	R	
Wire Rope	I	I	I	I
Wire Clips, Turnbuckles, Strand Vices, All Hooks, Swages	I	I	I	I
Lashing	I	I	R	
Legs and Bolts	I	I	I	R
Lumber and Retaining Blocks	I	I	I	R
Logs	I	I	R	
Platforms	I	I	I	I
Chain	I	I	I	I
Cargo Net	I	I	I	I
Zip Snatch Block Assembly	I	I	I	I
Fidget and Spider Web	I	I	I	I

The frequency of scheduled maintenance is minimal. It may be necessary that inpsections be performed more frequently depending on weather conditions, vadalism, and initial quality of materials and construction. For instance, it is suggested that any Course that useas manila rope, steel legs and non-treated lumber be inspected mpre requently.

adapted from: Project BACSTOP

GENERAL SAFETY RULES

LEADER EQUIPMENT AND REQUIREMENTS

- Team leader must wear a helmet and complete harness and be prepared to ascend the high elements in case of emergency.
- All leaders must carry a sharp knife, to cut webbing or rope in case of emergency.
- Team leader must have a copy of his/her current CPR and Multimedia First Aid card (or equivalent) on file at the UOAC office.
- All leaders must have a current 4-H Leader Information Card on file in the San Francisco 4-H office.

Set an example. Leaders are not exempt from rules to which others must adhere.

SAFETY INSPECTIONS

- Make checks of equipment throughout the day.
- Make no assumptions when it comes to safety. Check the obvious.
- Check and double check all critical connections.

EQUIPMENT

- Observe all rules of proper care of ropes and other equipment.

BELAYING

- If, in the team leader's judgement, a participant is competent to belay, s/he may do so with a trainer, leader or assistant in the backup position.

CLOTHING

- Clothing should be loose enough to permit action, but not flowing. Long sleeve shirts and long pants are recommended.

SHOES

- Tennis shoes or light hiking boots should be worn.

- Shoe laces should be tied at all times.

HAIR

- Long hair should be tied back.

JEWELRY AND ACCESSORIES

- All sharp objects -- pens, "afro" combs, etc. should be left behind.
- No jewelry -- necklaces, watches, bracelets, earrings (posts are OK) should be worn.
- No large belt buckles should be worn.
- No scarves.

FOOD AND OBJECTS IN MOUTH

- No gum or similar substances should be chewed while going through the Course.
- No foreign objects -- toothpicks, etc. should be placed in the mouth.

GENERAL SAFETY

- Helmets must be worn on all high elements at all times, and on other elements at the discretion of the team leader.
- Read and adhere to all the safety rules for each Ropes Course element.
- Be alert to the possibility that, during the day, a participant may slip a pen back in his/her pocket, put jewelry back on, or start chewing gum.
- The number of spotters on the ground must at least equal the number of participants off the ground.
- No one is allowed on any element unless a Ropes Course leader is present and spotters are on duty.
- Keep the head above the waist at all times, whether on elements or spotting.
- Grabbing belts or belt loops while on any element is not allowed, but holding on to the top of pants is permissible.
- There must be a first aid kit on site at all times.

EXTENSION LADDER SAFETY

Extension ladders are used to set up and take down several high and low Ropes Course elements. An extension ladder is a straight ladder that is adjustable in length. It consists of two or more straight sections traveling in guides or brackets arranged so that the ladder length can be adjusted. Extension ladders are usually selected for reaching heights of 12 to 44 feet.

Each section of an extension ladder should overlap the adjacent section by a minimum number of feet, depending on overall length. For extension ladders up to 36 feet long, overlap should be at least 3 feet; for ladder lengths between 36 and 48 feet, overlap should be at least 4 feet. In addition to overlap, the top of the ladder should extend 3 feet above the greatest working height.

A minimum of two people should be used to set up the ladder. More may be needed. Leaders working with the ladder must always wear helmets. Inspect the ladder carefully before using. Constantly communicate with your ladder crew. You should all know where you are moving the ladder, who will be standing on the ladder's foot brackets, who will do the extending, etc.

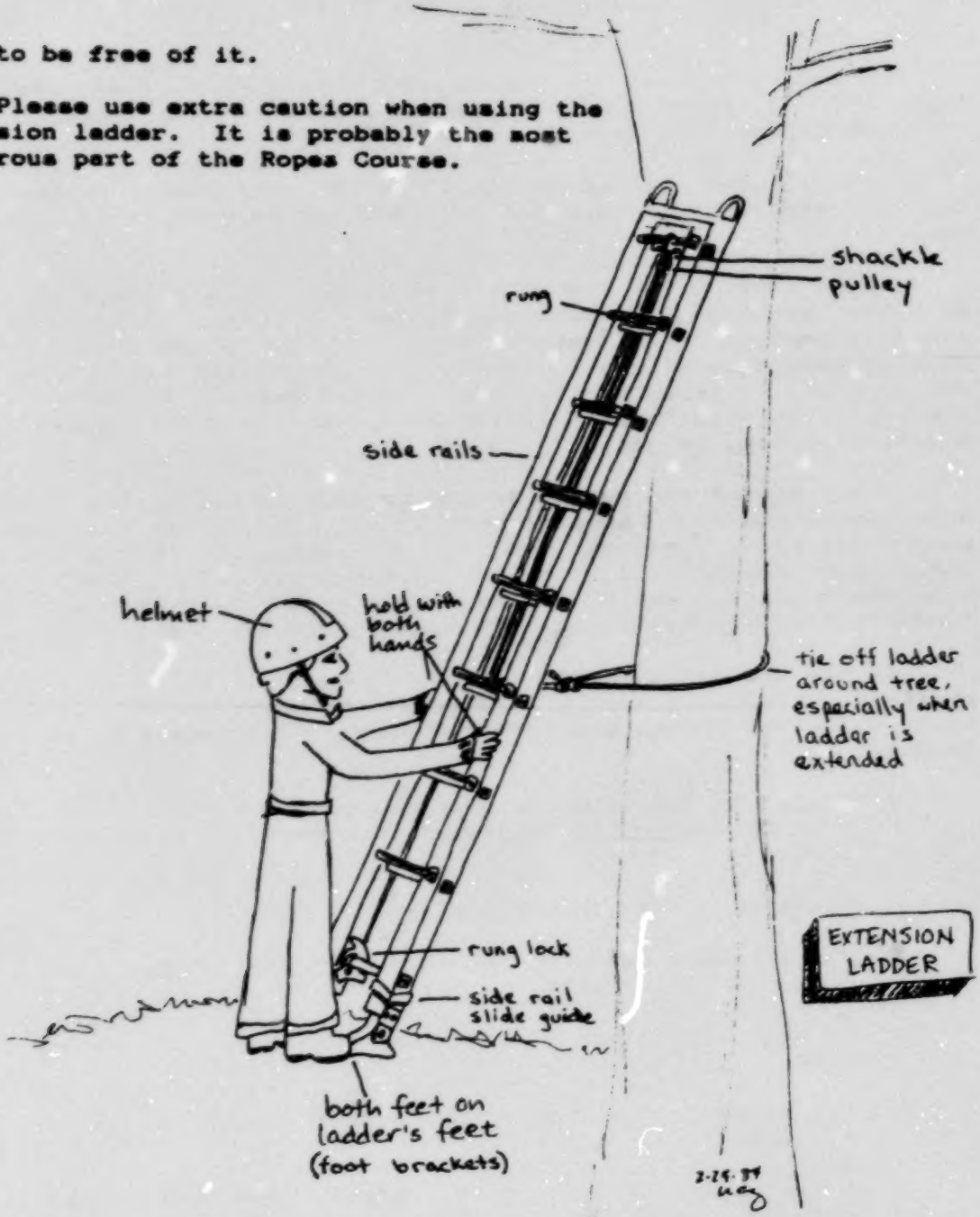
It is easiest to extend the ladder when it is in a vertical position. People's feet should always be covering the ladder's foot brackets to keep the ladder steady. When positioning the ladder:

- Place so the space between the bottom of the ladder and tree or support is one-fourth the vertical length of the ladder.
- Place on solid, secure footing.
- Place where work can be done without reaching far to either side of ladder.
- To help steady the ladder, you may tie it off around the tree.
- The extension section of the ladder should go closest to the tree.

Once the ladder is ready to be climbed, one leader holds the ladder with both hands on the ladder's side rails and both feet on the ladder's foot brackets. This position is maintained the entire time someone is climbing the ladder. Commands are made ("Ready?" "Ready!" "Climbing?" "Climb on!") before the leader begins to climb. Ropes, carabiners, etc. should be carried on the leader's body so both hands can be free for the climb. Heavy tools or materials can be raised and lowered with a rope. Never tie yourself onto the ladder. If the ladder falls, you

want to be free of it.

Please use extra caution when using the extension ladder. It is probably the most dangerous part of the Ropes Course.



adapted from: James McAlister
Extension Service Person with
Oregon State University

RESCUES
Leader Responsibilities in Emergencies

IN AN EMERGENCY
CALL U.S. PARK POLICE
556-7940

LEADERS BE PREPARED!	It is your responsibility to effect an immediate, correct and thorough procedure. Read and know the Emergency Procedure Sheet.

GOALS

- To safely rescue an injured/immobilized participant from a Ropes Course element.
- To properly care for an injured participant once off a Ropes Course element.
- To assure that the proper authorities are notified and necessary forms are completed in case of a nearmiss or accident.

PREPARATION "Remember P^5"

Be prepared mentally and physically to handle an emergency. Think through how you would handle a variety of emergency situations. Take a Red Cross multimedia first aid and CPR class (required for team leaders, strongly recommended for assistant leaders).

When running the high elements, all leaders wear a full harness and helmet, in case they are needed to climb an element or belay in an emergency. All leaders must also carry a sharp knife tethered to their clothes or harness. The knife may be needed to cut a rope in an emergency. Leaders should also carry change for a phone call.

In case of a rescue, the proper equipment needs to be ready and separate from other Ropes Course gear:

- extra belay line
- four extra steel carabiners
- four tied webbings (two for individual tie on protection, two for belay anchor)
- stitcht belay plate
- bosun's chair
- ladder
- first aid kit
- gloves (optional)

<u>When calling the U.S. Park Police, inform them</u>:

1. There has been an accident and/or we need help with a rescue at the <u>West Fort Miley Ropes Course</u> near the Land's End parking lot.

2. What happened.

3. How many persons need help.

4. What is being done for the victims.

5. If an ambulance is needed.

6. You hang up last. Let the person you called hang up first.

Think It Through - What would You Do In the Following Situations?

- Person stuck on zip line 15 feet from zip platform - person not hurt badly. Consider - the wire is too high to allow for safe placement of ladder against the wire.
- Assistant leader on zip platform faints and is dangling by his/her stationary belay.
- A very heavy person crossing the Burma Bridge on self-belay falls and is unable to get back up. The Ropes Course leaders from the two platforms are unable to get this person back up to the bridge.
- At the trust fall, participant flails her arms and hits a catcher on his nose. It's bleeding.

EMERGENCY PROCEDURES

REQUESTING EMERGENCY ASSISTANCE

LEADERS BE PREPARED:	It is your responsibility to affect an immediate, correct and thorough procedure. Read and know the Emergency Procedure Sheet.

GOALS: 1. To facilitate the safe rescue of an injured participant on a high element

2. To facilitate safe and proper handling of an injured or stalled participant once off a Ropes Course element.

3. To assure proper authorities are notified and necessary forms completed regarding an accident or "near-miss" on the Ropes Course.

Rescue on the High Ropes Course

1. Assess the condition of participant. (Injured? Scared? Seriousness of Injury? Position of Body?). Give first aid if possible and needed.

2. Take the time to completely assess the nature of the problem. (Rope tangled? Improperly connected harness? Defective or broken equipment).

3. Take the time to plan the simplest, safest, quickest method to get the participant down. (Set-up ladder? Rig a second belay? Transfer person moves out on self-belay?)

4. Implement rescue plan only when all necessary equipment is on hand, safety precautions are taken, and each member of rescue team knows their responsibility. (If unsure, call U.S. Park Police, 556-7940, and request Search and Rescue Ranger assistance).

5. Once participant is safely on the ground assess their condition and inspect all Ropes Course systems before resuming session. Take action as needed.

6. Complete "4-H/UOAC Ropes Course Accident/Near-Miss Form" immediately and return to 4-H office (Jim Brenner).

Accidents Resulting in Injury

1. Administer immediate first aid. care for injured on the spot. Treat for shock.

2. Assess the seriousness of the situation and decide to do one of the following:

a. Call the U.S. Park Police (556-7940) for assistance.
b. Arrange fo safe transportation of injured to local medical facility or home.
c. Have injured sit out remainder of Ropes Course session and return home with group.
d. Allow injured to resume participation in Ropes Course.

3. Make certain no other person is in danger.

4. Keep an accurate log of injured's condition from the time of the accident. Include pulse, respiration rate, skin color, level of consciousness, and so on.

5. Keep an accurate log of treatment given to injured and overall handling of incident. Get names of eye-witnesses and brief account.

6. In event of serious injury contact Jim Brenner, 4-H Youth Program Leader, (415) 586-4115 or (707) 996-5837, or Diane Nichols, UOAC Director, (415) 469-7277 or (415) 665-8098.

- Contact parents, if injured is a minor, or the next of kin.
- Do NOT contact the news media. Do NOT make a statment to the news media if on hand. Refer news media to 4-H office (415) 586-4115.

7. Complete "4-H Youth Program Insurance Claim Report" and 4-H/ UOAC Ropes Course Accident/Near-Miss Form" immediately and return to the 4-H office (Jim Brenner).

EMERGENCY RESULTING IN FATALITY

1. Insure the saftey of the rest of the group. Avoid allowing the stress of the situation to compound the emergency.

2. Do NOT disturb the body. Any such incident will be treated as a homocide by investigating authorities.

3. Do NOT disturb the immediate area. Police will make a careful investigation of the site. Leave all systems and elements intact as they were at the time of the occurence.

4. Call the U.S. Park Police (556-7940) and report occurence. Request assistance.

5. Keep an accurate log of occurence. Get names, addresses, etc. of eye-witnesses.

6. Contact Jim Brenner or Diane Nichols and relay information.
o Contact parents, if deceased is a minor, or the next of kin.
o Do NOT contact the news media. Do NOT make a statement to the news media; refer them to the 4-H office.

7. Complete "4-H/UOAC Ropes Course Accident/Near-Miss Form" immediately and return to the 4-H office.

ROPES COURSE ELEMENTS

This section outlines the activities that make up a Ropes Course - warm-ups, spotting, trust fall, low and high elements. Most Ropes Course leaders run the Ropes Course in that sequence with each activity building on the one preceeding it. However, there are many ways to run a Ropes Course, depending on variables such as type of group and their goals, special abilities and disabilities, the number of days the group will be on the Course, etc. Use the following information to design your Ropes Course day according to those variables.

WARM-UPS

Warm-ups are an essential part of the Ropes Course. They serve a dual purpose. One, they prepare the body to deal with the Ropes Course elements and two, they bring the group together as a team.

Warm-ups include all these activities:

- Stretching: individual/duo
- Cardiovascular: hopping/jumping/running
- Balance awareness
- Group awareness development through touching and interaction
- Icebreaker: to introduce and get to know each other

The first ten or fifteen minutes of the warm-up session should be used to "get the blood moving" and set the tone for the somewhat less physical but more emotionally demanding requirements of the Course.

Begin with stretching exercises to stretch out the body and help prevent injury. These exercises ready the muscles, ligaments and mind for maneuvering on the Course. There are many types of individual and duo stretches that work on the major muscle groups. See Cowtails and Cobras pages 11-21 for explanations and illustrations.

Hopping and jumping are great coordination and cardiovascular exercises. You can hop straight up and down, over obstacles, in formation, uphill, etc. The variations are limited only by your imagination and that of the groups'. (See Cowtails: pages 9-11 for additional variations.)

It is easy to underestimate the value of these exercises. These exercises, either performed alone or with a partner, often result in a positive attitude toward participation that is difficult to achieve otherwise. These activities promote self-awareness and a willingness to try new things.

In addition to the stretching and cardiovascular exercises the warm-ups should provide: a balance awareness activity, activities to set the tone for the day (e.g. the New Game "People to People"), activities to develop a group sense (e.g., "Yurt Circle"), and activities to get people acquainted ("Group Juggle").

When planning the above activities you might ask yourself the following questions:

- Do the participants already know each other? If not, a name game may be in order.

- Is the group too serious? If so, more fantasy or looking silly may help loosen them up.
- Are people uncomfortable with touching one another? If so, try structuring warm-ups moving from individual activities to duos, to larger groups. Also, consider the types of contacts you ask of them. For example, in the game "People to People," hands to hands is safer than belly to belly.

- Is the group "hyper?" Try some deep breathing, relaxing, or "quiet moment" strategies.

- Are the participants comfortable with the environment? If not, try the "comfortable" position or falling, or rolling, or other ground contact activity.

Here are some warm-up sequences that can be used for various types of groups:

Adults:
- Hopping
- Angel
- Balance
- Quad Stretch
- Yoga Balance
- Arm Circle
- Isometrics
- Back Stretch
- Windmill
- Rowboat
- Group Stand
- Group Sit
- People to People
- Yurt Circle

Hyper 6th Graders
- Hopping
- Angel
- Arm Circles
- Candle
- Isometrics - Deep Breaths
- Rowboats
- Clock
- Lap Sit

"Cool" Teens
- Group Juggle
- Comfortable Position
- Cobra, Double Cobra
- Angel
- Candle
- Quad Stretch
- Hopping
- Partner Stretches
- Yurt Circle
- Lap Sit

Joke Exercises
- Chin Ups
- Knee Bends

Your Favorites (make your own list)
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Transition from Warm-ups to the Course

The transition from warm-ups to the Course can be your first element. A blind walk as a group from the lawn to the Course, for example, is a powerful trust event which also heightens awareness of the environment. A carabiner walk, in which the group is tied together in a tight cluster, is a playful activity that breaks down inhibitions about touching. Add the dimension of "Everyone must tell the group something about his/herself during the walk" and test the group at the end. This is a good tool for stressing communication skills which will be needed all day as well as helping participants get to know each other.

SPOTTING

Spotting is the skill of breaking someone's fall. It must be mastered before any element may be attempted.

The group may not proceed to the elements until the leaders are convinced that the participants are effective spotters and take spotting seriously. The test of readiness is this: "Would I trust this group with my life?"

The leader is responsible for teaching spotting through discussion, demonstration and practice as well as insuring adequate spotting throughout the Ropes Course.

Importance of Spotting

1. Proper spotting builds trust within the group. People who trust their group are more apt to push themselves and "go for it."

2. If a faller is improperly caught, the faller and/or the catcher(s) may sustain injuries.

3. Accidents and near misses destroy trust in both the leader and the group. That trust, once lost, is not easily regained.

Teaching Spotting

1. Ask the group what is the most important part of the body to spot.

   a. Answer: the head and the spine.

2. Demonstrate and explain proper spotting position, and have group practice technique. Test participants individually.

   a. Knees and elbows bent to absorb shock.
   b. Fingers together and folded under gently to avoid jamming into eyes, nose, mouth, and other vital parts of participants, as well as breaking a finger.
   c. Hands constantly ready to go into spotting position ("up and out").
   d. Mentally alert and concentrating on person to be spotted ("awake and aware").
   e. For trust falls, head up and back.

3. Teach spotting signals and test participants individually.

4. Practice spotting in circles of four or five people. One person stands in middle of each circle and falls to people forming ring.

   a. Emphasize that the group must work together, that everyone is equally responsible for catching the spotted

person. ("Imagine being attached by a string to the person you're spotting.")

General Spotting Rules

- Everyone must act as a spotter. If a participant needs a rest, s/he must step away from the group so that s/he won't be counted as a spotter.
- Spotters must be placed in positions where they would be most effective in preventing injury.
- Constant attention demanded of spotters.
- Spotters should keep their eyes on the person they are spotting and try to anticipate the person's movements.
- Spotting begins before a person starts to climb anything, and ends only after the person has both feet on the ground and is steady. Never assume that anyone is safe. Don't rely on statements like, "I've got it!" or "Don't worry!"
- Never have more participants off the ground than there are spotters on the ground.
- Each spotter should spot as if s/he were the only one spotting.
- Spotters must be ready to stop a fall at any time.
- Helpers who are off the ground must also be spotted.
- Do not allow participants to free-jump off of any of the elements, regardless of distance. To avoid sprained ankles, spotters should provide assistance for those who are dismounting.
- The task at hand dictates the safe minimum number of spotters.

SPOTTING AND CLIMBING SIGNALS

Before a participant begins an element, signals are made between him/her and the spotter or belayer.

SIGNALS FOR LOW ELEMENTS:

Participant	Spotters	Meaning
"Spotters ready?"		I'm ready to start
	"Ready"	I'm ready to protect you.

"Falling"		I shall fall as soon as I get your "go ahead."
	"Fall on"	Go ahead.

SIGNALS FOR HIGH ELEMENTS:

Participant	Belayer/Spotter	Meaning
"On belay?"		I'm ready to start - protect me!
	"Belay on" (belayer)	I'm ready to protect you.
"Spotters ready?"		I'm ready to start.
	"Ready" (spotters)	I'm ready to protect you.
"Climbing"		I shall start as soon as I get your "go ahead."
	"Climb on" (belayer)	Go ahead.
"Slack"		Loosen rope.
		Belayer gives slack. No verbal response.
"Tension"		Tighten rope.
		Belayer tightens rope. No verbal response.
	"Stop!"	Participants stop action until told to proceed.
"Off belay"		I am back on the ground in a secure position and am ready to be taken off belay.
	"Belay off"	You are no longer on belay.
"Rock"	"Rock"	Called out whenever an object is dropped or dislodged and you want to warn people that something is falling.

INITIATIVE TASKS

Intiative tasks are physical/mental problem-solving tasks designed to promote communication, interaction, cooperation, and trust within a group. The activities require the individual and group to face challenging situations where they must draw on the inner strengths of themselves and others to accomplish the task. Programs like Outward Bound have been using initiative games for years to help groups get acquainted and build group cohesiveness.

When using an initiative task, consider the following:

- Choose a suitable task giving the group an opportunity for success as well as meaningful challenge.
- It may be helpful to discuss steps involved in how to solve a problem. S.T.O.P. = Stop, Think, Observe, Plan.
- Using either fantasy or fact in presenting the situation.
- Clearly describe rules and safety considerations as separate issues.
- Any props given in the problem should be inspected: ropes for wear, boards for nails or jagged edges, and logs for rotting.
- The leader must be present the entire time, and insure spotting from participants as appropriate.
- Any activity must be stopped immediately if there is danger of someone being injured.

The leader stands back allowing the group to organize and implement their own plan. Keeping yourself from interjecting may be difficult, since you may know a way the problem can be solved. The most benefit is derived from the individual or group solving the problem on their own. The group interaction process is an important part of an intiative task.

Time should be given to "process" each activity. The role of the leader is to guide the group in giving their own feedback about the task, i.e., not only what the participants did, but how they felt about it, and the group dynamics they observed.

"This is my way....
What is your way?
The way doesn't exist."

Nietzche

LOW ELEMENTS

The low elements provide the participants with an opportunity to try new things, develop group communication and awareness, develop trust in the Ropes Course leaders and their peers. The nature of the low elements encourage creative problem-solving. This helps participants see that they are capable of things they never thought possible, which is good preparation for the high elements.

Experiment with the variations and brainstorm some of your own. Ask the group for ideas. Some of our most popular ideas were born when a Ropes Course leader introduced an element by saying "What do you think you can do with this?"

"Pain levels come and go, but a
recorded effort is here to stay."

Snoopy

LOW ELEMENTS
Initiatives and Goals

Elements	Type of Initiative	Benefits
ALL ABOARD	Group	Group communication and cooperation
AMAZING TREES	Group	Group communication and cooperation
BUCKING LOG	Individual Two-person Group	Balance and agility Realistic self-assessment of physical abilities and limitations Recognition of achievements of self and others
FIDGET LADDER	Individual	Balance and agility Recognition of achievements of self and others Awareness of effect of body position on balance
GREAT ESCAPE	Group	Group cooperation and interaction Willingness to try and accept ideas of others
INCLINE LOG	Individual Group	Balance and agility Willingness to attempt untried experiences Realistic self-assessment of physical abilities and limitations Increase creativity in using elements
MANTLE POST	Individual	Confidence in one's own strength and determination Prepare for Perch
NITRO CROSSING	Group	Group cooperation Creative problem solving
SPIDER WEB	Individual Two-person	Self confidence

STRETCHER	Individual	Cooperation and communication
	Two-person (or more)	Group communication Balance and agility Willingness to try out and accept ideas of others Creative problem solving
TEETER-TOTTER	Group	Group cooperation Creative problem solving
TENSION TRAVERSE	Individual Two-person	Balance and agility Self-confidence Recognition of achievements of others Communication with partner
TRACK WALK	Individual	Balance Confidence building Teamwork
TRUST FALL	Individual	Group cooperation and communication Trust building Risk taking
THE WALL	Group	Group cooperation and communication Group trust and sharing

ALL ABOARD

TASK: As many people as possible mount raised platform and hold themselves steady for a specified time.

EQUIPMENT: Wooden platform (permanent)
or Teeter-totter stump (see Variations)

SET UP: None

INSPECTION: Platform for signs of decay, cracks, splinters, cuts
Debris clearance

LEADER TEST: Pressure stand/stomp on platform (make like an elephant)

SAFETY: No stacking of bodies or lying down on platform
Beware of fingers and toes getting into cracks between platform boards
No holding onto branches of neighboring trees
As many spotters as people on platform
Encourage verbalization if group starts to become unsteady
Group must help catch itself if they start to fall

VARIATIONS: Silence
Only one foot on platform and/or holding on with only one hand
(Small groups or greater challenge) Use Teeter-totter stump instead of platform
Take standing jump onto platform

Group Initiative **AMAZING TREES**

TASK: Group maneuvers around circle of trees, going from tree to tree without touching ground or climbing higher than five feet.

EQUIPMENT: None

SET UP: None

INSPECTION: Trees for structural soundness
Overhanging branches
Debris clearance

LEADER TEST: Apply body weight to all trees in Amazing Trees

SAFETY: Climb no higher than 5'
Station two or three spotters at crucial crossings
Tell participants to ask for spotters if they feel unsure of a move

VARIATIONS: Silence
Time limit for discussing element

Individual Initiative
Two-person
Group

BUCKING LOG

TASK: Starting at one end of Bucking Log, walk as far as possible without holding onto anything.

EQUIPMENT: Bucking Log (permanent)

SET UP: None

INSPECTION:
Log for signs of decay, cracks, cuts
Cable connections for security
Hardware for signs of wear, rust
Overhanging branches
Debris clearance

LEADER TEST: Apply body weight to Bucking Log

SAFETY:
Spot both well behind and in front of participant
Walkers should not exceed scope of spotters
Spotters beware of log hitting their shins
Everyone not on log should spot

VARIATIONS:
Vary individual walks, making return walks, if desired:

- Backwards or sideways
- Slow or fast
- Crawl on hand and knees
- Stand on log as long as possible (time, if desired)
- _____
- _____

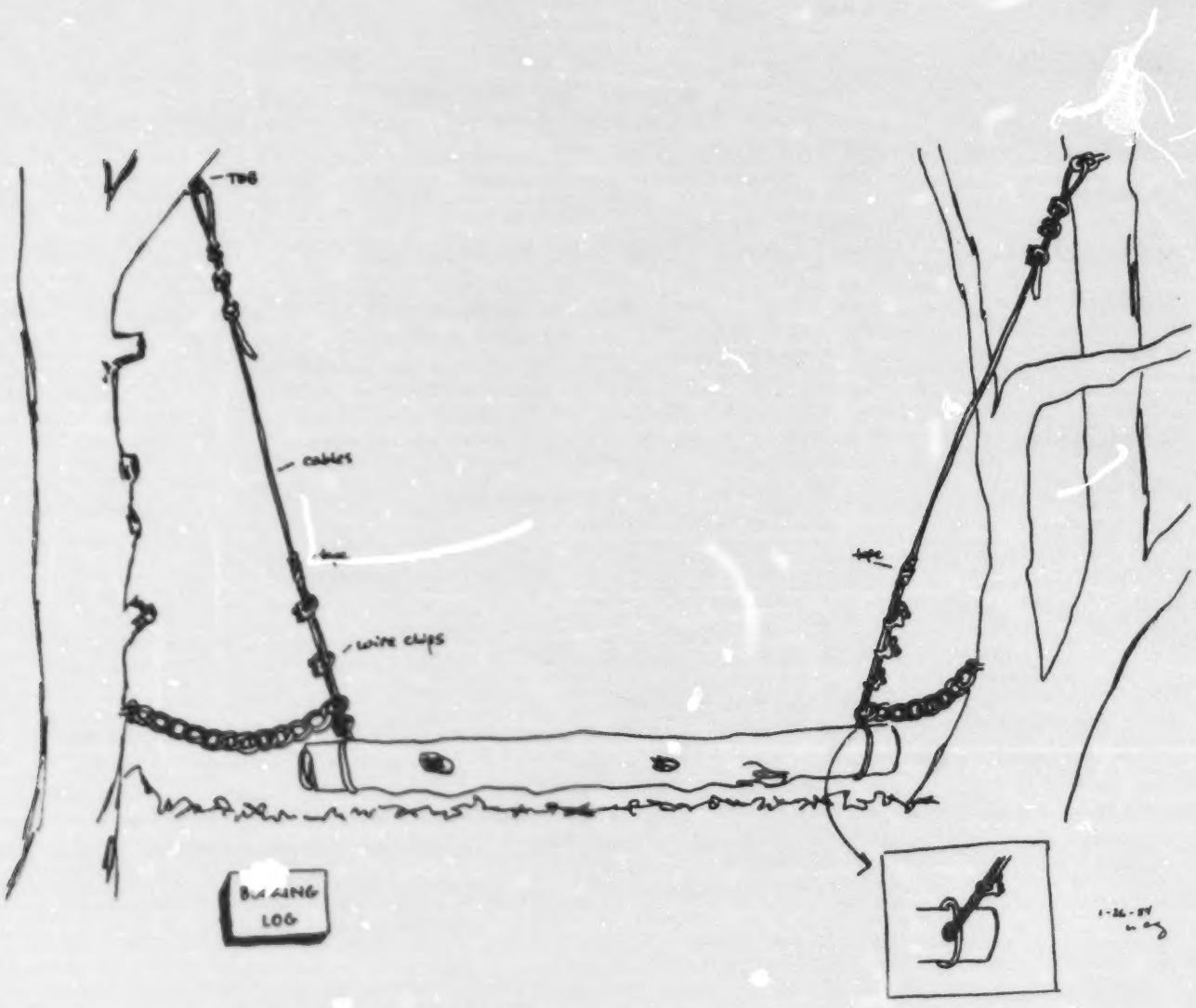
Two-person walks:

- Walk in pairs, either following each other or starting from opposite ends of log and crossing in the middle
- Mount log simultaneously while holding hands, and continue holding hands while walking across log
- Stand on opposite ends of log and try to make the other person lose balance. No touching allowed.
- _____
- _____

Group activities

- Participants sit side by side on log, alternately facing in opposite direction, and try balancing with everyone's legs off ground

- Start with one person standing on log, keep adding people one at a time. Goal: get whole group standing, and touching each other, on Bucking Log
- Get entire group onto the log, with each person mounting log from the ends only. Anyone who falls off goes to the end of the line.
- _____
- _____



TASK: Climb rope ladder that has been suspended from trees.

EQUIPMENT:
Fidget Ladder
Two points of attachment on trees (permanent)
Two carabiners
Spotting net

SET UP:
Attach Fidget Ladder to eyebolts with carabiners
-Secure high end of ladder first
-Carabiner gates up; locks spinning down

INSPECTION:
Fidget Ladder, inch by inch, for wear or damage
Rungs and end loops solidly secured
Rungs for splinters, cracks, cuts
Rungs untwisted
Hardware on trees for rust and broken, loose, or missing nuts and bolts
Carabiners for faulty gates and locks, rust, wear
Debris clearance

LEADER TEST: Apply full body weight to Fidget Ladder

SAFETY:
Spot each participant with net
-Keep taut under torso of climber, but touching neither climber nor ladder
Spotters beware of ladder rungs hitting them, especially in face

VARIATIONS:
Time event
Climb underside of ladder
Touch tree before climbing down
Climb with eyes closed
Climb in forward position, return with back toward ladder
(Difficult) Climb using foot and hand contact only
(Difficult) Climb with back toward ladder
Vary techniques within group

TASK: Climb up, over, and down other side of horizontal limb, with assistance of no more than two people stationed at the top (may not use tree trunk or limbs for support).

EQUIPMENT: Great Escape Limb (permanent)

SET UP: None

INSPECTION:
Limb for signs of decay, cracks, splinters, cuts
Overhanging branches
Debris clearance

LEADER TEST: Apply body weight by hanging from limb

SAFETY:
All persons not on limb must observe and spot
Spot well directly underneath each participant
Assistants on top should wrap legs around limb for safety
Assistants on top must be constantly spotted
Spotters beware of kicking feet
No grabbing of belt loops
Hold applause until everyone has completed element
Head must be above waist

VARIATIONS:
Silence
Only one person at top to help others over
Time limit
Carry object while climbing
Each climber replaces an assistant on top
Assistants on top work in male/female or racially mixed pairs
Disable one or more persons
One person goes over without touching beam
(Easier) Allow participants to go back and help others over
(Easier) Use tree trunk for support
(Easier) Use straight single piece of webbing as prop (no loops)

INCLINE LOG

TASK: Walk in an erect position as far as possible up an inclined log.

EQUIPMENT: Incline Logs (permanent)

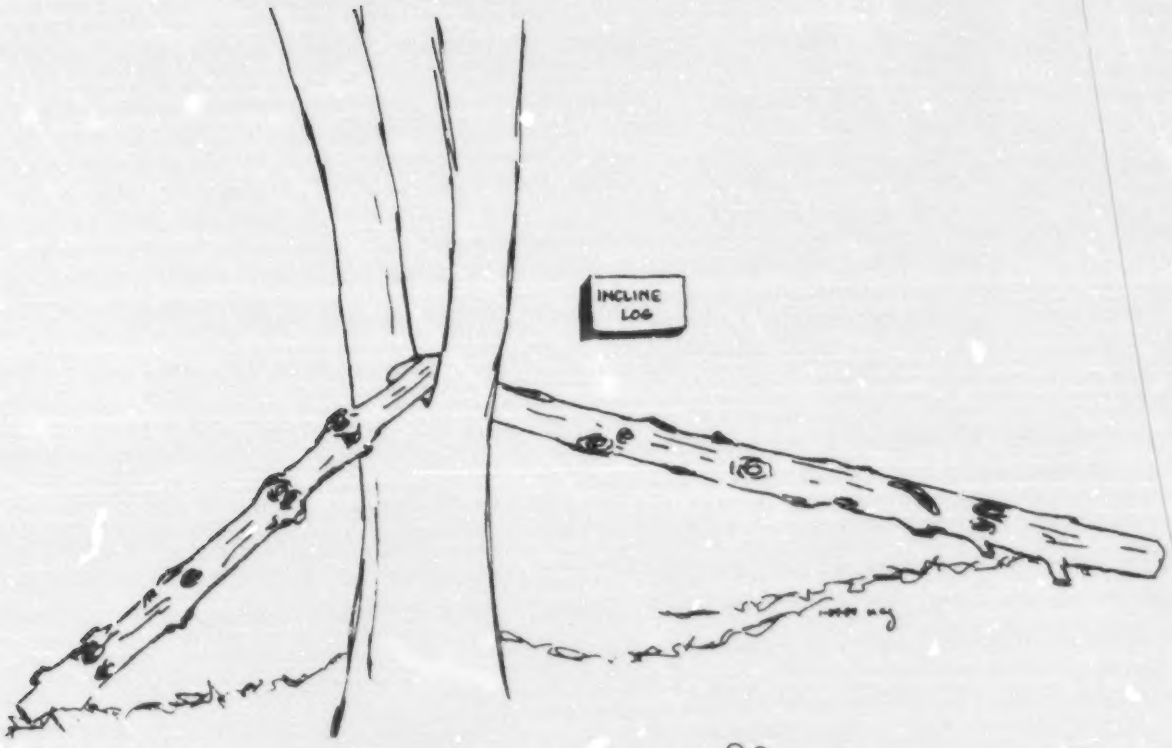
SET UP: None

INSPECTION:
Point of attachment of logs to tree for soundness
Overhanging branches
Debris clearance

LEADER TEST: Apply body weight to Incline Logs

SAFETY:
Participants must be constantly observed and spotted
Walkers should not exceed scope of spotters

VARIATIONS:
Time event
Crawl up long or short log first
Walk or crawl backwards up log
Vary method of dismounting
Use underside of log
Each participant must do something different
Two participants get on opposite ends, pass on the log
Group walks log together
Group mounts log in a particular order (by age, birthday, etc.), then dismounts in reverse order



MANTLE POST

TASK: Climb Mantle Post, stand momentarily on top, and climb back down.

EQUIPMENT: Mantle Post (permanent)

SET UP: None

INSPECTION: Mantle Post for signs of decay, cracks, splinters, cuts, termites
Overhanging branches
Debris clearance

LEADER TEST: Apply body weight to Mantle Post

SAFETY: As climber ascends, spotters should gradually move back
Spot with special care on downhill side (place taller individuals at this location)
Climb down post. To avoid sprained ankles, no jumping is allowed from top of post to ground

VARIATIONS: Two people climb post at same time
(Easier) Allow individuals to accept footholds or other limited assistance from group
(Harder) Climb using only one arm and one leg
Once on top, rotate all the way around

NITRO CROSSING

TASK: Use rope swing to cross defined open space while carrying "nitro" can.*

EQUIPMENT:
Nitro Rope (permanent)
Border: two 6′ poles, four blocks
Nitro Can
Container of water

SET UP:
Disengage Nitro Rope and lower, remove auxiliary rope
Set borders 6-9′ from center of open space, depending on ability of group
Fill Nitro Can with water

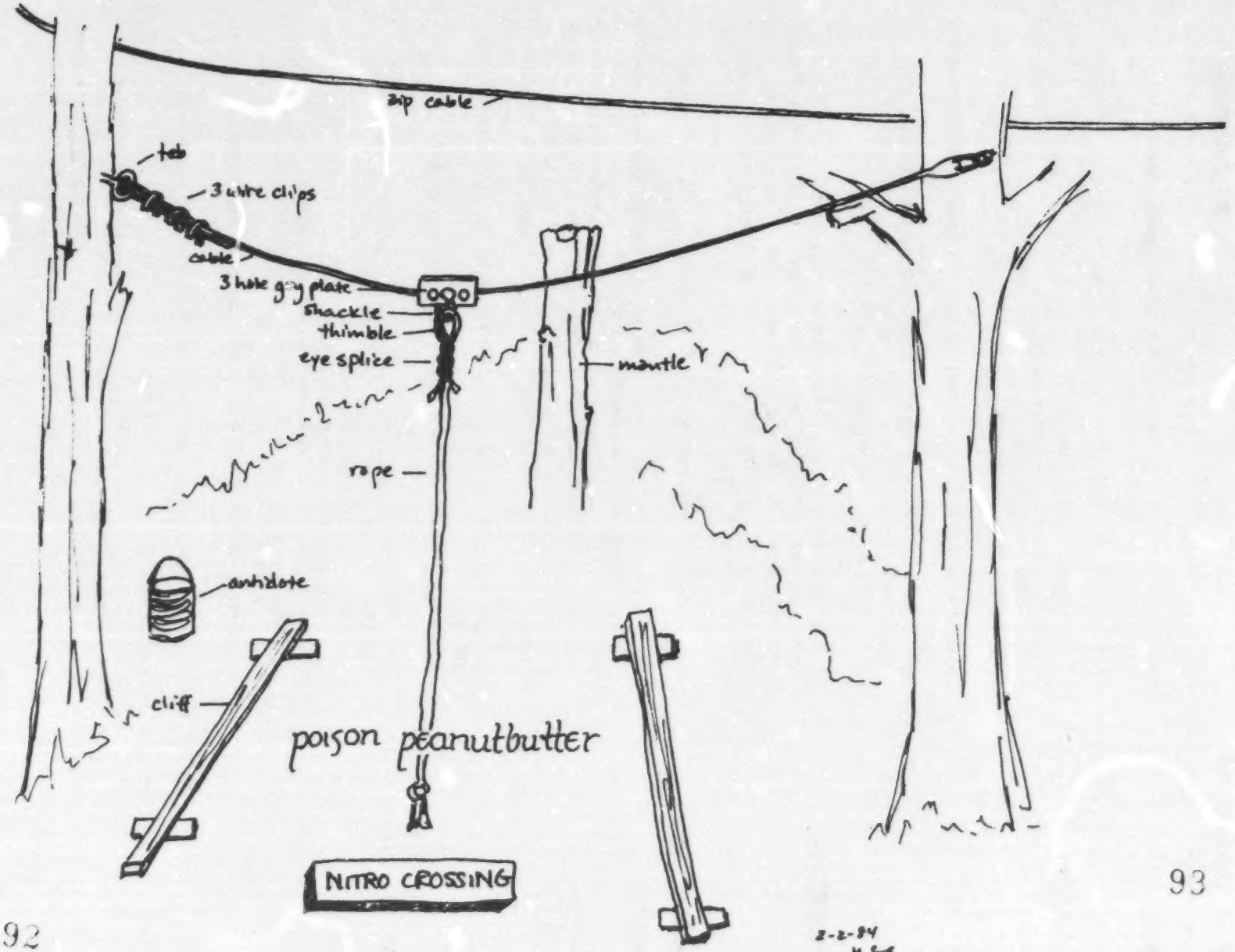
INSPECTION:
Nitro Rope for excessive wear and cuts
Point of attachment of rope to tree for soundness
Border material for splinters, cracks, cuts
Nitro Can for excessive rust, jagged edges
Debris clearance

LEADER TEST: Apply full suspended body weight to Nitro Rope

SAFETY:
Can be very hazardous, due to difficulty of spotting person on swinging rope
Preliminary exercise, to allow participants to assess challenge and difficulties involved, and group to gauge abilities and/or limitations of each person: Have each person jump up and grab Nitro Rope
Do not wrap rope around any part of body or limbs
Make knots, not loops, in rope
Spot well during mounting and dismounting

VARIATIONS:
Time event
Silence
Vary size of open space
Vary amount of water in can
(Easier) Mark off "free" area in middle of open space and allow people to touch there, if necessary
"Poison Peanut Butter" task takes on lighter tone

*Dire consequences of failure:
Touch open space = "death" i.e. participant remains immobile until task completed
Disturb border = one person loses a limb, or border is widened
Spill "nitro" = mission is blown up


zip cable
tab
3 wire clips
cable
3 hole grey plate
shackle
thimble
eye splice
mantle
rope
antidote
cliff
poison peanutbutter
NITRO CROSSING
2-2-84
meg

Indvidual Initiative
Two-person Initiative

SPIDER WEB

TASK: Participant attempts to move from one end to the other with feet on lower rope, hand on upper rope.

EQUIPMENT: Spider Web rope assembly (1 piece)

SET UP:
Lay out rope assembly between the anchor trees
Secure one rope (with carabiner) through upper SLEB on south anchor tree. Pull assembly tight and attach other end to upper SLEB on north anchor tree, so assembly is taut between upper anchors.
Use lower SLEB and thimbles to tighten lower ropes

LEADER TEST:
Inspect SLEB
Inspect rope assembly for wear
Apply body weight to assembly to test for tightness

SAFETY:
Spotters on both sides of participant
Head above waist at all times
Watch spotting in the middle of the element, spotters may have to kneel to get beneath participant
Middle is most hazardous, as participant can flip over head first
Spotters be aware of getting kicked

VARIATIONS:
Two people start at opposite ends and cross in the middle
Do not use hands (may use arms, elbows etc.)
Use only one hand
Blindfolded

Individual Initiative
Two-person Initiative
(or more)

STRETCHER

TASKS: Participants mount parallel cables and walk as far as possible.

EQUIPMENT:
- Two Stretcher cables with turnbuckle and three grab hooks
- Three points of attachment on trees (permanent)
- Two tools, such as wrench and screwdriver, for tightening turnbuckles
- Slings (see Variations)

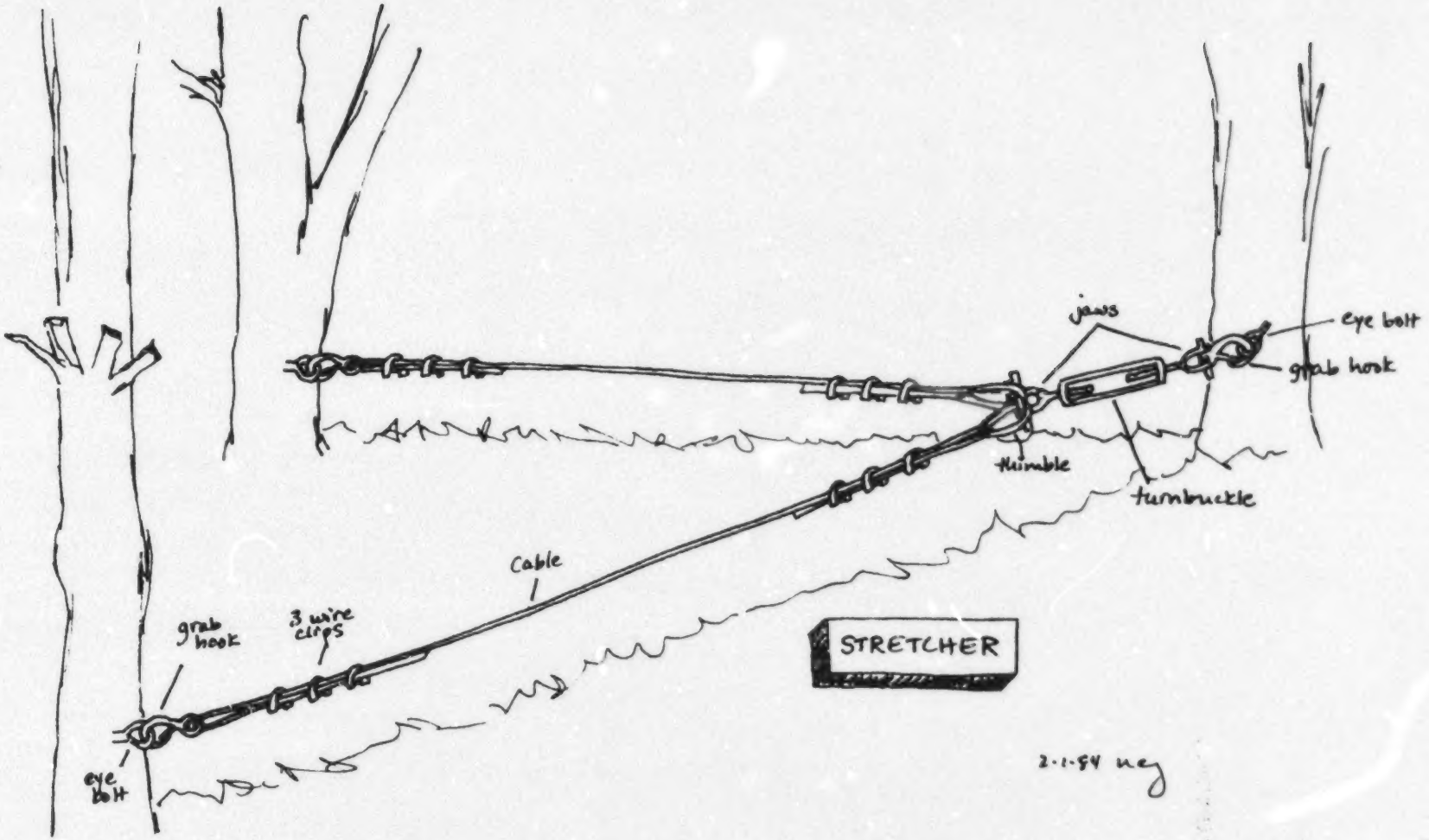
SET UP:
- Identical to Tension Traverse, but no balance rope
- Clip grab hook clips facing down, and attach to hardware on trees
- With turnbuckles at end of cable, use two tools to turn turnbuckle shaft, **not the wire**, until cable is fairly taut
- Tie red webbing to cable when element is not in use

INSPECTION:
- Cables for splinters, barbs, or kinks
- Hardware for rust and broken, loose, or missing nuts and bolts
- Turnbuckles for excessive wear and soundness
- Points of attachment for security
- Debris clearance

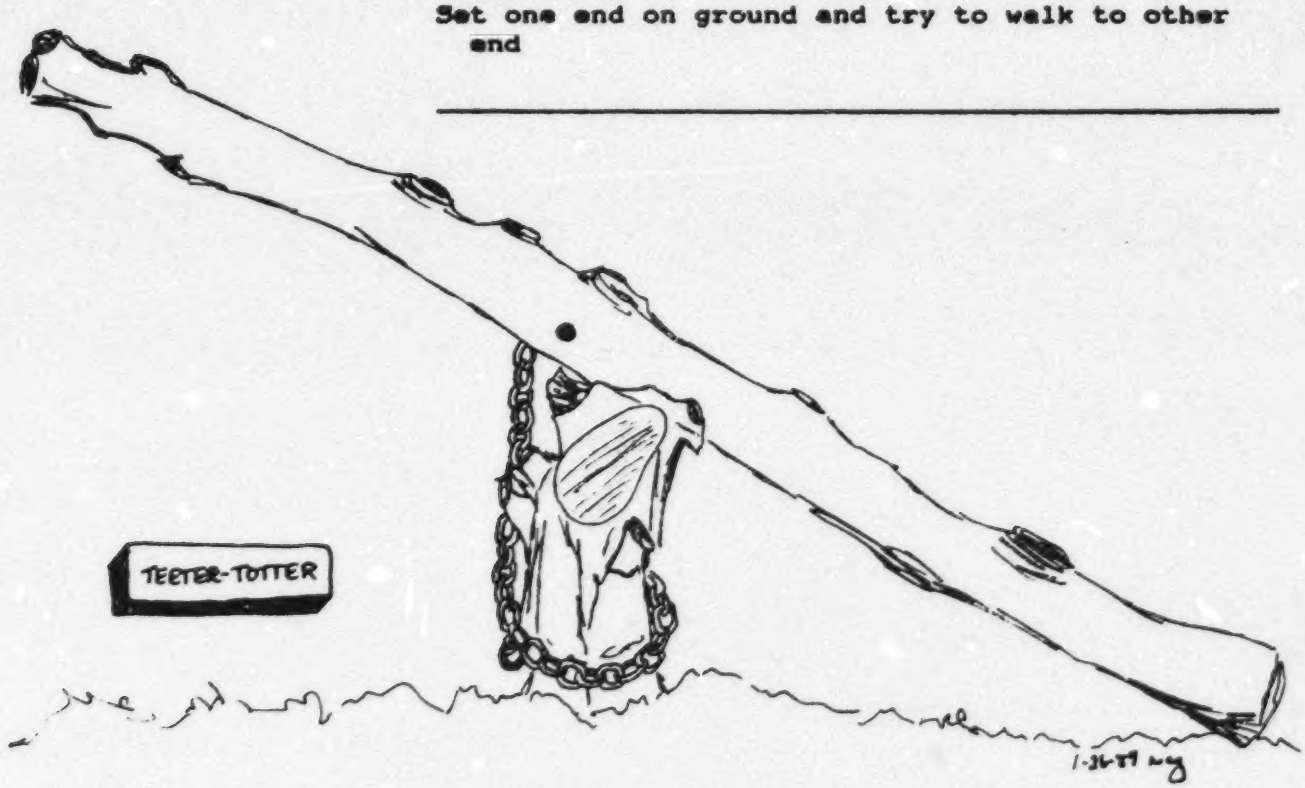
LEADER TEST: Apply body weight to cables after they have been secured

SAFETY:
- Everyone must spot
- Spot both between cables and on outside
- Spot with special care when mounting or dismounting
- Walkers must not exceed scope of spotters
- Hold applause until everyone has completed element

VARIATIONS:
- Blindfold
- (Four-person) Two pairs attempt to cross at same time. Increase spotters accordingly
- (Individual) Use slings for spotting, as on Fidget Ladder
- Virginia Reel: Group mounts cables in pairs, then each pair tries to maneuver down the cables under archway formed by rest of group


jaws
eye bolt
grab hook
thimble
turnbuckle
cable
grab hook
3 wire clips
STRETCHER
eye bolt
2-1-54 neg

TASK:	Group balances on Teeter-Totter.
EQUIPMENT:	Stump, log, chain (permanent)
SET UP:	None
INSPECTION:	Log and stump for signs of decay, cracks, cuts Chain for splinters or jagged edges Overhanging branches Debris clearance
LEADER TEST:	Apply body weight to stump and log
SAFETY:	Keep hands away from pivot point When adding weight at one end of teeter-totter, watch for sudden reactions at opposite end of log Hold applause until everyone has dismounted
VARIATIONS:	Time limit for planning and/or execution of task Handicap one or more members Silence Set log off-center, so one side is longer than the other Set one end on ground and try to walk to other end



TASK: Mount cable and walk as far as possible using a rope for support. A rope is attached at one end to a tree.

EQUIPMENT:
- Wire cable with turnbuckle and grab hooks
- Two points of attachment for cable (permanent)
- Balance ropes with attachment carabiners or grab hooks
- Two points of attachment for balance ropes (permanent)
- Two tools, such as wrench and screwdriver, to tighten turnbuckle
- Ladder

SET UP:
- Use ladder to clip balance rope carabiner or grab hook to eyebolt(s) on tree(s)
- Attach cable to hardware on trees, with clips on hooks facing down
- With turnbuckle at north end of cable, use two tools to turn turnbuckle shaft, **not the wire**, until cable is fairly taut
- Tie red webbing to cable when element not in use

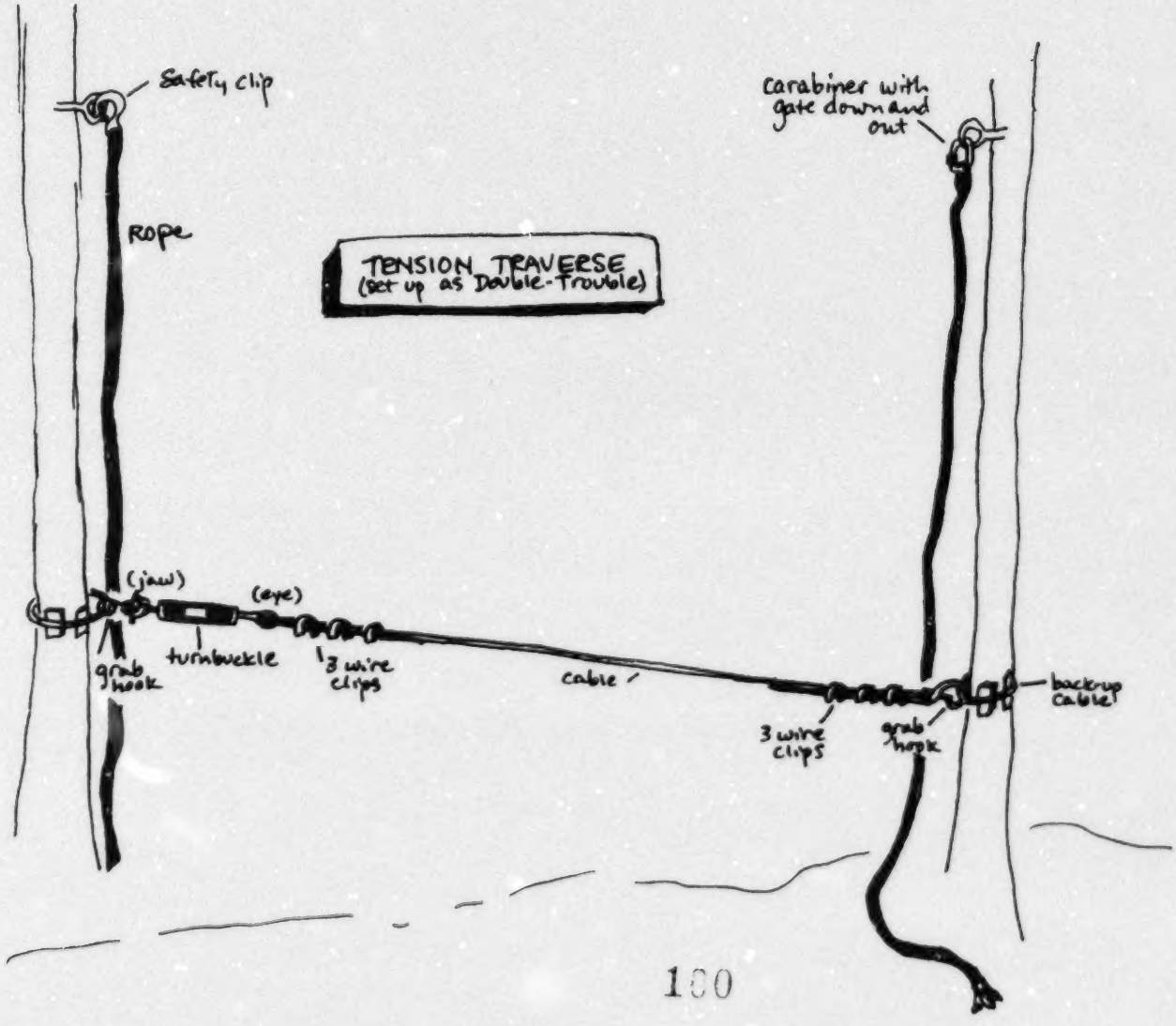
INSPECTION:
- Cable for splinters, barbs, kinks
- Hardware for rust and broken, loose, or missing nuts and bolts
- Points of attachment for security
- Turnbuckle for excessive wear and security
- Debris clearance

LEADER TEST:
- Apply body weight to balance rope and cable

SAFETY:
- Minimum of six spotters per walker, three on either side of walker
- Spot well behind participants, remembering that walkers tend to swing toward tree
- Participants should not exceed scope of spotters
- Hold balance rope loosely in front of walker, to prevent entanglement with spotters
- Do not wrap balance rope around neck or limbs
- Use caution getting on and off element
- Hold applause until participant has completed element

VARIATIONS:
- Blindfold
- Walk backwards on cable
- One hand on balance rope
- Vary techniques within group
- (Harder) Attach second balance rope at end opposite other balance rope; have two people

mount the single cable and attempt to cross in middle. This is known as the "Double Trouble" There must be six spotters for <u>each</u> walker. Spotters follow their walker to center then return with other walker



TRACK WALK
(alias the Downhill)

TASK: The task speaks for itself. You may want to say nothing and just let the group explore the activity. Perhaps guidance such as "everyone give it a whirl" so that the idea of everyone participating comes across right at the start. See how each person in the group moves; check individuals' coordination and agility. Observe their risk level.

EQUIPMENT: Track Walk (permanent)

SET UP: None

INSPECTION: Check Track Walk for cuts, cracks, etc. Clear nearby ground of any foreign objects

LEADER TEST: Walk it

SAFETY:
Warn and watch for sprained ankles
No bare feet
1 person per section
No running
Allow guides, one on each side to spot and help

VARIATIONS:
Do the uphill version of the downhill
Eyes closed
Turn arounds at any point
Pairs crossing at stumps
If the Track Walk is used as an introduction to the Course, it may make sense to move right on into the Course itself
Possible areas for discussion after the activity could include: fun, risk, increasing your own challenge, etc.

TRUST FALL

TASK:

Stand in an elevated position and fall backward into the arms of eight to ten catchers standing on the ground.
NOTE: It is essential for all persons to have a successful Trust Fall experience. It has been our experience that if a person does not participate in the Trust Fall, he/she may hold back for the rest of the day.

EQUIPMENT:

Rope ladder (if done behind wall)
Can be done from stump or other platform

SAFETY:

Fall from height of 4-6' to assure proper distribution of body weight when person falls into arms of catchers. (If platform or ladder rung is 7-8' off ground, head and shoulders of faller will reach line of catchers before the feet - a dangerous situation.)
Leader should remain in catching line until confident of catchers' ability to make safe catches. With leader present, should things go wrong, the leader can catch the faller, or at least break the fall.
Great care should be taken to assure that faller is not dropped at any time during the entire procedure. Dropping destroys trust in both the leader and the group, a trust that cannot easily be regained.
Teach spotting before Trust Fall.
Spotters wear helmet, faller does not.

INSTRUCTIONS:

To Faller:

1. Arms in front of body, elbows in (see illustration)
2. Fall with body straight and held rigid. If bent at waist, all the force of the fall is concentrated in one small area, the "derriere," making catching more difficult
3. Learn and use proper signals to give to catchers
4. Hold head up and back, slightly arching back

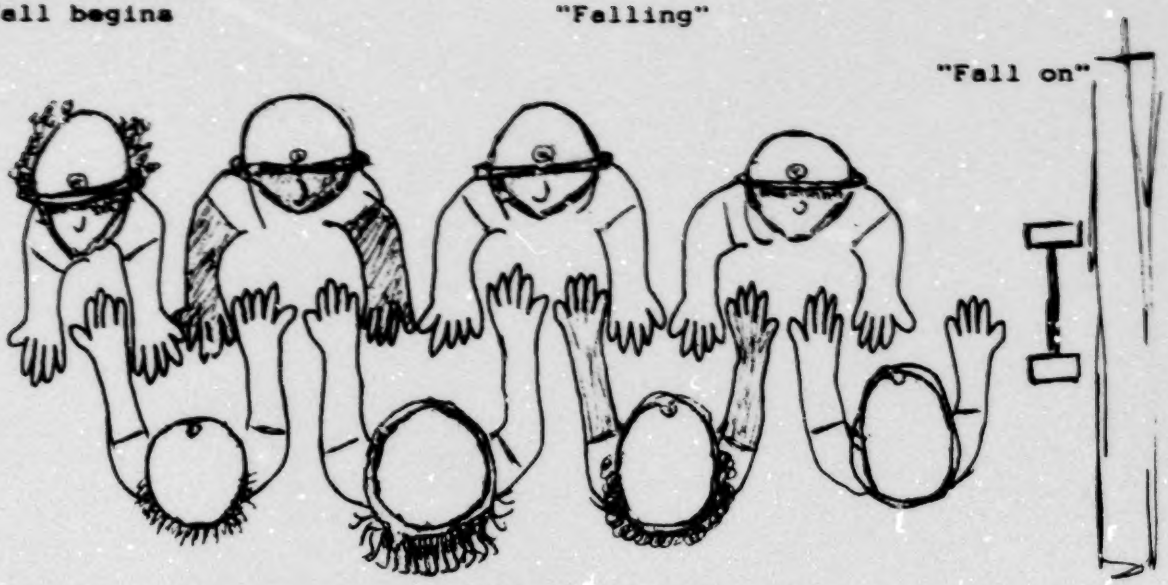
To Catchers:

1. Should be from eight to ten catchers
2. Catchers form two lines, facing one another, standing shoulder to shoulder
3. The diagram below shows that the hands between your two hands belong to two different people. Your arms are also side-by-side with the person next to you. The two spotters closest to the

ladder will have only one hand between theirs. This pattern allows for maximum support of the faller and distributes the responsibility for breaking the fall to all spotters

4. Hands extended, palms up. To avoid injury to catchers, do not grasp hands, remove watches
5. Catchers should have elbows and knees bent to absorb shock and reduce strain on back. Heads should be back to avoid getting hit in the face.
6. Learn and use proper signals to give to faller
7. When lowering faller to ground, someone at end of line should be responsible for holding the faller's torso up while his feet are being lowered to the ground. Instruct fallers to put their arms around the necks of 2 spotters while being lowered to the ground. Proper lowering of faller to ground is as important as catching.

Action	Verbal Signals	
	Faller	Catcher's Response
Person is ready to climb ladder	"Spotters ready?"	
		"Ready"
Person prepares to climb	"Climbing"	
		"Climb on"
Person climbs up and gets into position to fall	"Spotters ready?"	
		"Ready"
Moments before fall begins	"Falling"	
		"Fall on"



NOTE: Leader in charge of this activity should plan on being a faller, but not the first one. Stay in the catching line until assured that catchers can perform adequately.

VARIATIONS:

The "Trust Evaluation" is a good introductory activity for the individual or group who isn't willing to do the Trust Fall. Person lays down on ground, body rigid. Spotters kneel down, around person, placing hands under him/her. Person at head gives commands, either using the word "now" or a simple nod. Spotters, as a group, lift person in 4 steps:

a. lift person to spotters' waist
b. spotters kneel on left knee, raise right knee so weight is on foot
c. spotters stand
d. spotters raise person to head level

After a group of falls have been successfully completed, the group may seem to need more of a challenge. This variation demands the attentiveness of all participants.

1. Appoint catcher who is first in line to be in charge
   Catchers stand with hands down at their sides
   As faller starts to fall, person in charge says "Now!"
   Catchers bring hands to catching position
   Rotate responsibility for giving "Now" signal
2. Have one person lie on the ground under the spotters' hands, watching the faller.

NOTE: We have found that the following tips are helpful in preventing flailing arms and "butt fudges" on the Trust Fall. Try these ideas and please share any ideas of your own.

Consider the pros and cons of different Trust Fall platforms. Some leaders use a stump because the faller must stand straight before falling, whereas on the "Wall" ladder s/he could lean back holding onto the rungs. Others swear by the Wall ladder because its sides help the group stay in straight lines.

In addition to having a leader in the catchers' line, you may choose to have another leader standing by the faller. Physical contact, such as your hand on the small of the faller's back, can be comforting and help remind the faller to arch his/her back.

Help fallers visualize how to keep their body rigid. Some leaders find it helps to tell fallers to keep their chins up as they fall, to imagine their body as a piece of lumber or to imagine holding a dime in the cheeks of their "derriere."

Realize that some groups are less trusting than others - "youth-at-risk," for example. They may take a lot more time and patience. Don't be pressured into letting them continue to the next step (e.g. from spotting to the trust fall) if you aren't completely confident that they are ready and safe. You may want to have them do the trust evaluation (see variations) before going onto the trust fall.

Stress that even if the faller falls improperly, spotters need to do everything they can to spot the faller.

After the faller has been caught, have the catchers pass him/her gently down the line. This will allow participants who stood at the end of the line (to avoid catching) feel that they can hold the faller's weight when the group works together.

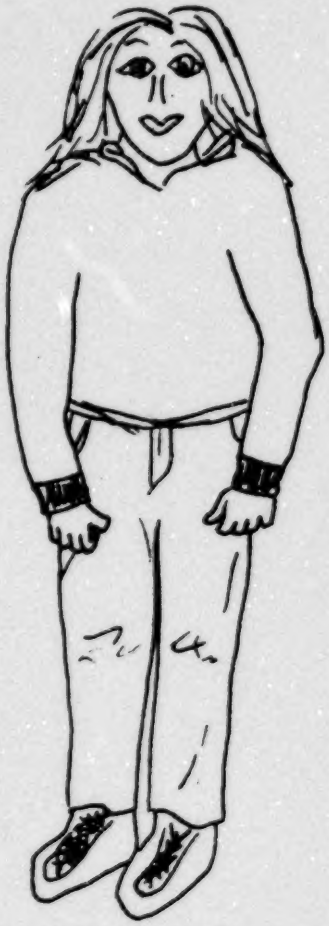
There are several different ways for the faller to hold his/her arms when falling. We are not yet convinced there is one perfect way, so we offer the options in the following illustration. The key is to keep the faller's arms in close to his body so that his/her arms won't flail.

TRUST FALL
HAND POSITION FOR FALLER

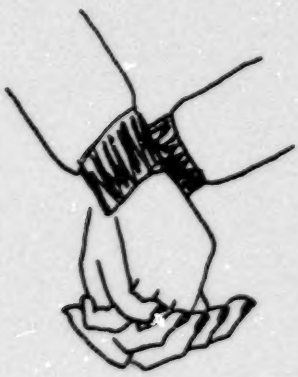
These are the most common hand positions we have used for the faller on the trust fall. So far, we have not had agreement on which hand position is the safest. Experiment with these positions and let us know what you think.

Hands across chest, fingers flat.

Hands at chest, fingers intertwined.

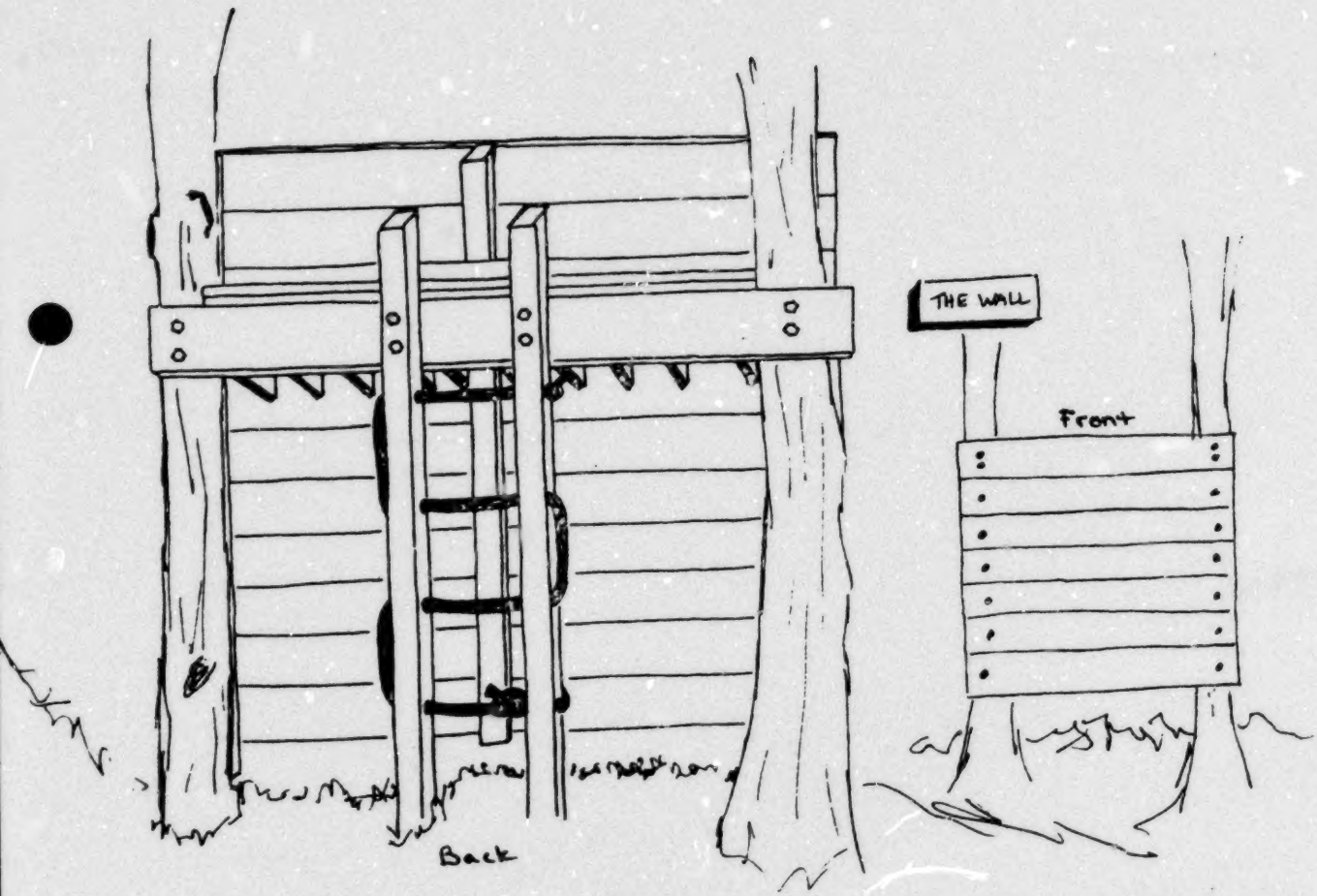


Hands at side (arms straight), fingers are either: 1) hold-pants, or 2) flat against pants, or 3) interwined.



Close-up of intertwined fingers

Each person helps at least one other person, but no more than tw
(Mixed group) Alternate turns by sex or age
(Mixed group) Males assisted only by females, or female last person over wall



Group Initiative

THE WALL

TASK:

Climb wall, go over and down other side, with physical assistance of no more than two people stationed on platform at top.

EQUIPMENT:

Wall
Wall ladder (rope)
Webbing rope (see Variations)

SET UP:

Install wall rope:
- -Starting at top, lace rope through alternate holes in poles.
- -Pull rope tight
- -Wrap rope once around one leg of ladder (to take stress off knot)
- -Tie off with double overhand knot

INSPECTION:

Wall lumber and platform for infractions and structural soundness
Hardware for rust and broken, loose, or missing nuts and bolts
Wall rope, inch by inch, for abrasions and excessive wear
Wall rope solidly secured on posts
Supporting trees for soundness
Overhanging branches
Debris clearance

LEADER TEST:

Apply full body weight to wall ladder

SAFETY:

Be sure there are enough competent spotters and leaders (If wall is last event of day, both spotters and leaders may be overtired and not spot as well as usual)
Everyone not on wall must observe and spot
Spotting must be constantly enforced
Spot well directly underneath participant
People on top must have **both feet on platform** at all times
People on top must be constantly spotted by at least two people on backside of wall
Spotters beware of kicking feet
Heads never lower than waists
No grabbing of belt loops
No belts or clothes used as props
Hold applause until everyone has completed element

VARIATIONS:

Silence
Only one person at top
Handicap one of two people on top
(Easier) Use straight single piece of webbing as prop (no loops)

HIGH ELEMENTS

As the Ropes Course day progresses the group faces the high elements. The high elements are usually the most challenging part of the day. Yet as long as our safety standards and systems are upheld, the Ropes Course saying, "The higher you go, the safer you are," is generally true.

It is important to take the time to introduce the high elements. Explain each element, belaying and signals, equipment strength, and our safety rules. Also discuss how the area beneath each element must be kept clear (to avoid falling objects) and that the participants need to make sure that everyone has had a chance to go on one element before they go on another. Get them involved in helping. Depending on the maturity of the participants you can teach them to do the following:

- Monitor the belay rope to keep people from stepping on it
- Help each other with harnesses and helmets
- Unzip participants at the end of the zip line

Because these are individual events, participants sometimes get caught up in themselves and their own nervousness. Continue to encourage them to talk to and support one another as they (hopefully) did on the low elements.

Good organization will give participants more time on the high elements and improve safety. Here some ways to keep the high elements running smoothly:

- **Demonstrate** how the harness and helmet fit to the group as a whole, rather than trying to teach each individual.
- One leader, preferrably the team leader, should be a floater. S/he wears a harness and helmet in case s/he needs to climb an element or belay in a rescue. All participants are told to have their **harnesses and helmets checked by the floater** before getting in line for a high element.
- Have the participants who are waiting to go on a high element act as spotters. This keeps them close by and provides you with immediate spotters.

".....yeah, but!"

Often heard in a Ropes Course context.

"Belay" is a term that comes from sailing. Large wooden pins were mounted on shipboard. When a heavy sail was to be lowered, the lowering line was wrapped around those pins. The weight of the canvas was absorbed in the friction of the lines around the pins. A single person could control the descent of a sail many times his/her own weight.

Friction and the Sticht Belay Plate

The term "belay" is used on the Ropes Course as it is in rock climbing. It means to stop the fall of the climber by means of a climbing rope (belay line). On the Ropes Course we use a sticht plate to provide friction to help stop the fall. The ropes passes through one hole in the sticht plate, slides through the two offset carabiners, and back out the same hole in the sticht belay plate. (Sticht plates with two holes are meant for double rope climbing. We use only one rope for any high element, so only one hole is used.) This creates enough friction so that the belayer can brake the climber's fall by holding the brake end of the rope down and across the belayer's body (additional friction).

The thin cord tied on the sticht plate passes through the offset carabiners (which connect the belay system to the anchor). Its purpose is to keep the sticht plate from sliding too far up the belay line.

Guidelines for Belaying

Before we continue, please remember that this handbook is a resource for trained 4-H/UOAC Ropes Course leaders. It is not a step-by-step "how-to" book. Belaying in particular is a skill that is learned experientially. There are a few different styles of belaying used on the Ropes Course. The following guidelines apply to all styles.

- Use the climbing signals (see Spotting and Climbing Signals) to communicate.
- **Awake and aware** is the belayer's motto. S/he must give the climber his/her complete and constant attention.
- The belayer's **brake hand is never removed from the belay line** once the climb has begun.
- The belayer's **fingers should be facing down** to prevent the belay line from being pulled up and out of the belayer's hand.
- As the climber climbs there should be a **slight amount of slack in the belay line.** There must be neither too much slack in the rope nor should the rope be so tight that it pulls on the climber.
- When the belayer isn't letting rope out or taking rope in, s/he should have the belay in the **brake position** -

the brake hand down and across the belayer's body. If the climber falls unexpectedly, the belayer assumes the brake position quickly and firmly. The belayer lowers the climber down by slowly feeding the line through the stitch plate.

Climbing rope is dynamic (versus static) which means that it stretches which helps to absorb the fall energy. Depending on the weight of the faller and the amount of rope available to stretch, the faller will fall several feet after the belay has been braked. This stretch is desirable as it lessens the shock to the faller's body.

The Belayer's Responsibilities

Besides being ready to hold a fall, the belayer has several responsibilities. The belayer:

- Is the person **overall responsible for the element** s/he is belaying. S/he keeps the area clear of people.
- **Checks each climber.**
- **Monitors the belay line** to keep it free of tangles so it will move unobstructedly through the belay system. Also makes sure no one steps on the rope. It is helpful to ask for a participant's assistance with this task.

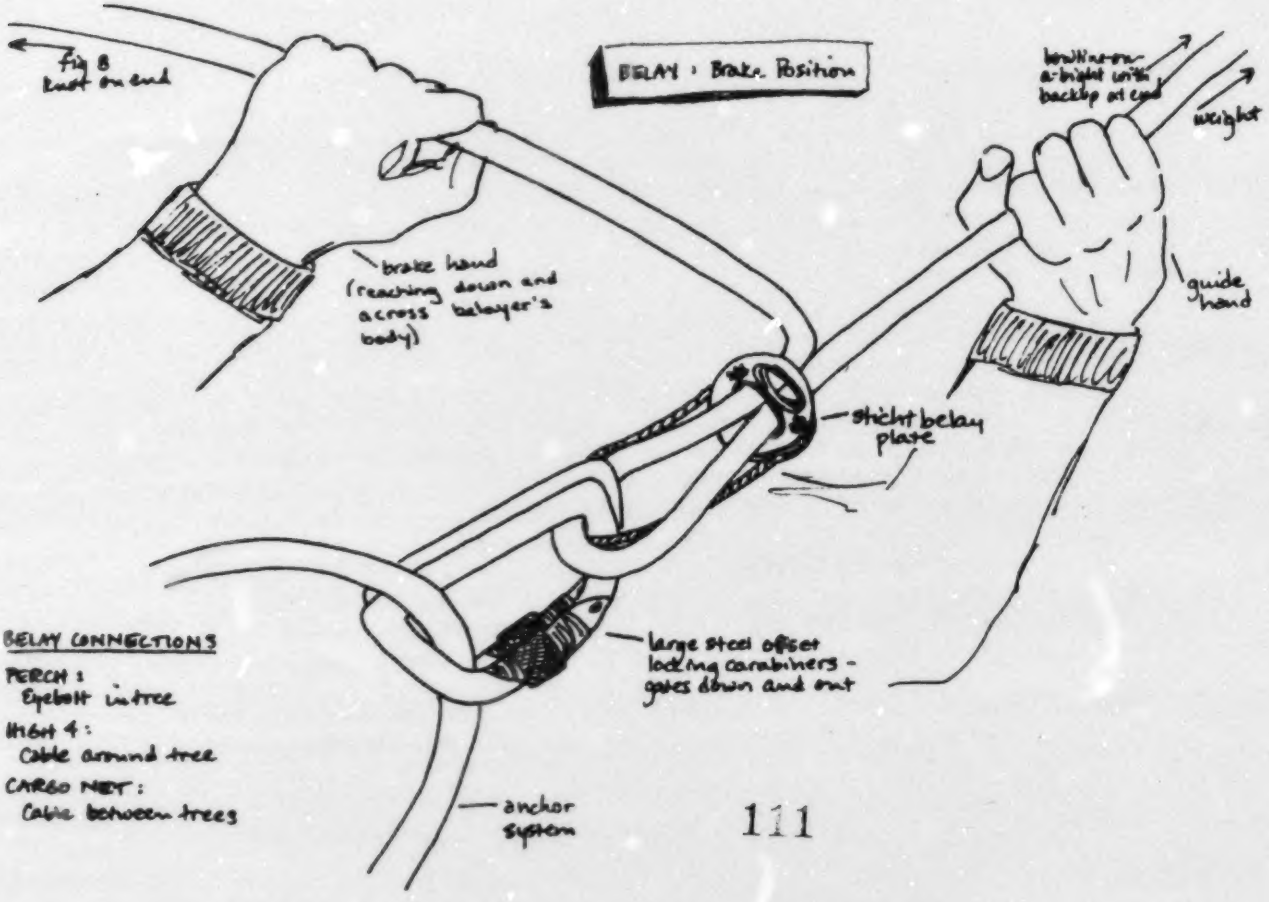


Fig 8 knot on end
BELAY : Brake Position
brake hand (reaching across body) down and belayer's
guide hand
weight
stitch belay plate
large steel offset locking carabiners - gates down and out
anchor system
BELAY CONNECTIONS
PERCH : Eyebolt in tree
Hitch 4 : Cable around tree
CARGO NET : Cable between trees

TASK: Participant climbs rope ladder into cargo net, climbs net to tree limb, jumps from limb to rings. Participant is lowered to the ground by belay.

EQUIPMENT:

- Belay rope and carabiner
- Cable for moving belay with one turnbuckle and two grab hooks
- Two offset "D" carabiners
- One sticht belay plate
- One steel carabiner and short webbing to attach belayer to belay system and cable (Critical to have belay system attached to belayer's harness in case cable fails!)
- Parachute-type harness for participant
- Seat harness for belayer
- Helmets

SET UP:

- Clip rope ladder into cable at southwest connection of Cargo Net to tree using extension ladder
- Release pull line from Tension Traverse SLEB using extension ladder
- Pull belay rope through belay ring with pull line
- Secure belay cable to cable around trees and tighten turnbuckle, use two tools to turn turnbuckle shaft, **not the wire**, until cable is fairly taut
- Hook belay system to cable
- Tie red webbing to cable when element is not in use

INSPECTION:

- Check cable and connection
- Check belay rope
- Check thimble eye bolts in trees
- Visually inspect rings, cargo net and ladder

LEADER TEST:

- Apply body weight to belay system and ladder
- Cargo Net belayer to check harness, helmet, and all connections

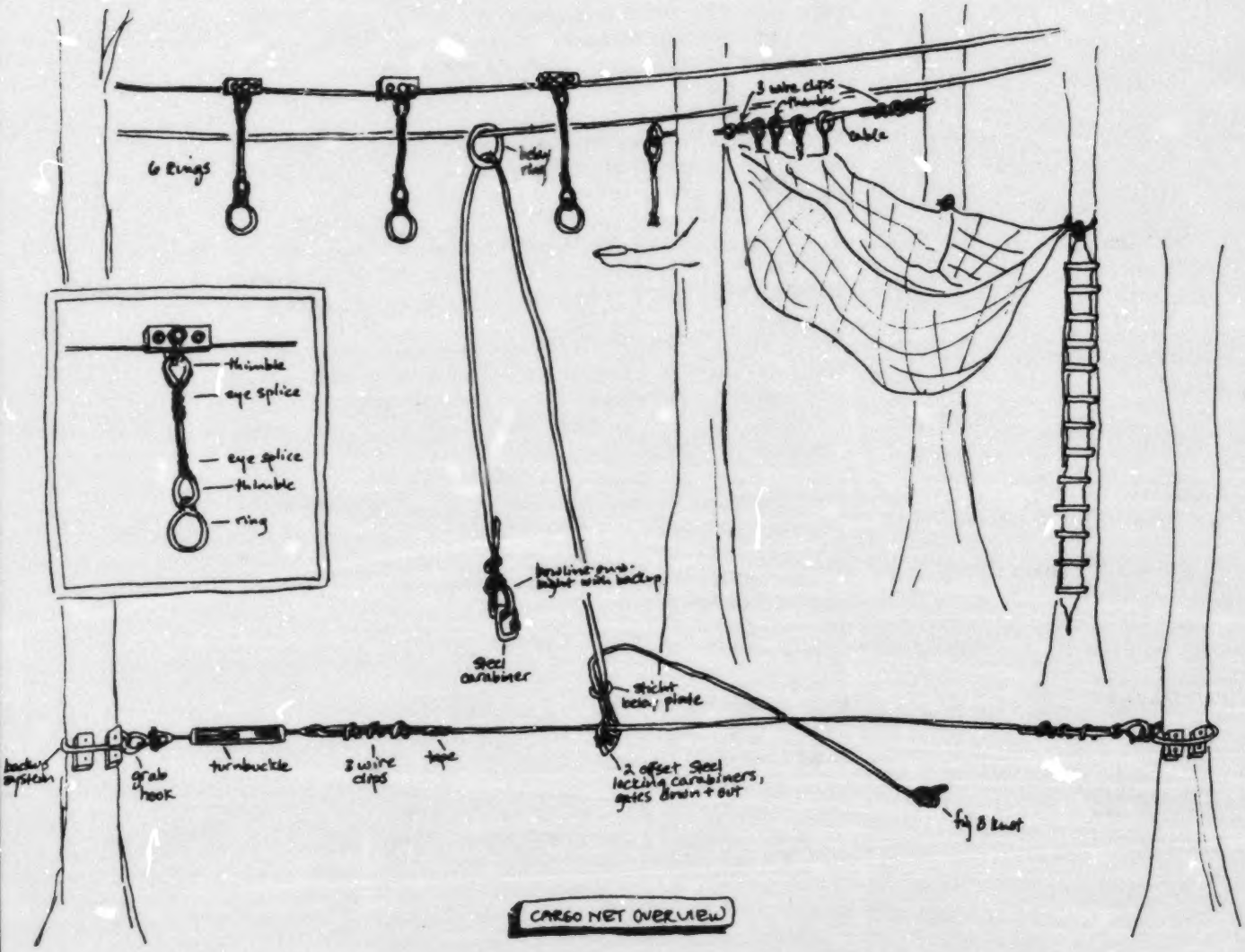
SAFETY:

- Two spotters at base of ladder until participant has climbed eight rungs
- Don't let spotters hold ladder, use extra person if that is necessary
- Keep others clear of area beneath element. They should be behind belay cable
- Be sure belay ring starts close to Cargo Net and stays above participant to minimize pendulum effect
- Do not use belay to help participant from ring to ring
- Watch participant near third ring - if s/he falls

s/he might hit the small tree nearby if belay is not in proper position (minimize pendulum effect)
Avoid excess tension on belay line

VARIATIONS:

Blindfold
One hand only
Use just Cargo Net and lower participant from tree limb



CARGO NET OVERVIEW

TASK: Participant climbs rope ladder, walks across Beam, walks across Cobweb, is transferred to Burma Bridge, walks across to Zip platform, is transferred to Zip, and, holding onto Zip bar, slides down cable to ground.

EQUIPMENT:

Belay rope and carabiner
High Beam belay set up (like Perch, but uses cable anchor around tree instead of eyebolt)
Parachute-type harness for participant
Seat harness for belayer
One carabiner for connecting belayer to anchor
Seat and chest harnesses for two transfer people
Self-belays*
- -two for first transfer person
- -one for Burma Bridge participant (use two loops of webbing)
- -one for Zip transfer person

Fixed belays*
- -one for first transfer station
- -two for Zip transfer station

Zip pulley unit
Helmets

SET UP:

Use extension ladder for access to first transfer platform between Cobweb and Burma Bridge
Anchor self-belay to SLEB at waist level above platform
Lower High Four ladder
Use pull rope to pull belay rope through belay ring
Attach self-belays at first transfer platform (see diagram)
Cross Burma Bridge and attach self-belays at Zip platform. Tie retrieval line end to eyebolt
Use ladder to release Nitro rope from Zip line
Use extension ladder for access to end of Zip cable and attach self-belay if needed
Attach Zip pulley unit at end of Zip line (with retrieval line)

INSPECTION:

Belay rope for wear
All webbing for wear
All carabiners for wear
Pear shaped links and 4" round belay ring that slides on cables for wear/defects
Zip pulley assembly for wear
Zip pulley assembly to be sure all cable clamps/nuts are tight
Visually check cables and ropes on high elements
Visually check strand vises on high elements for

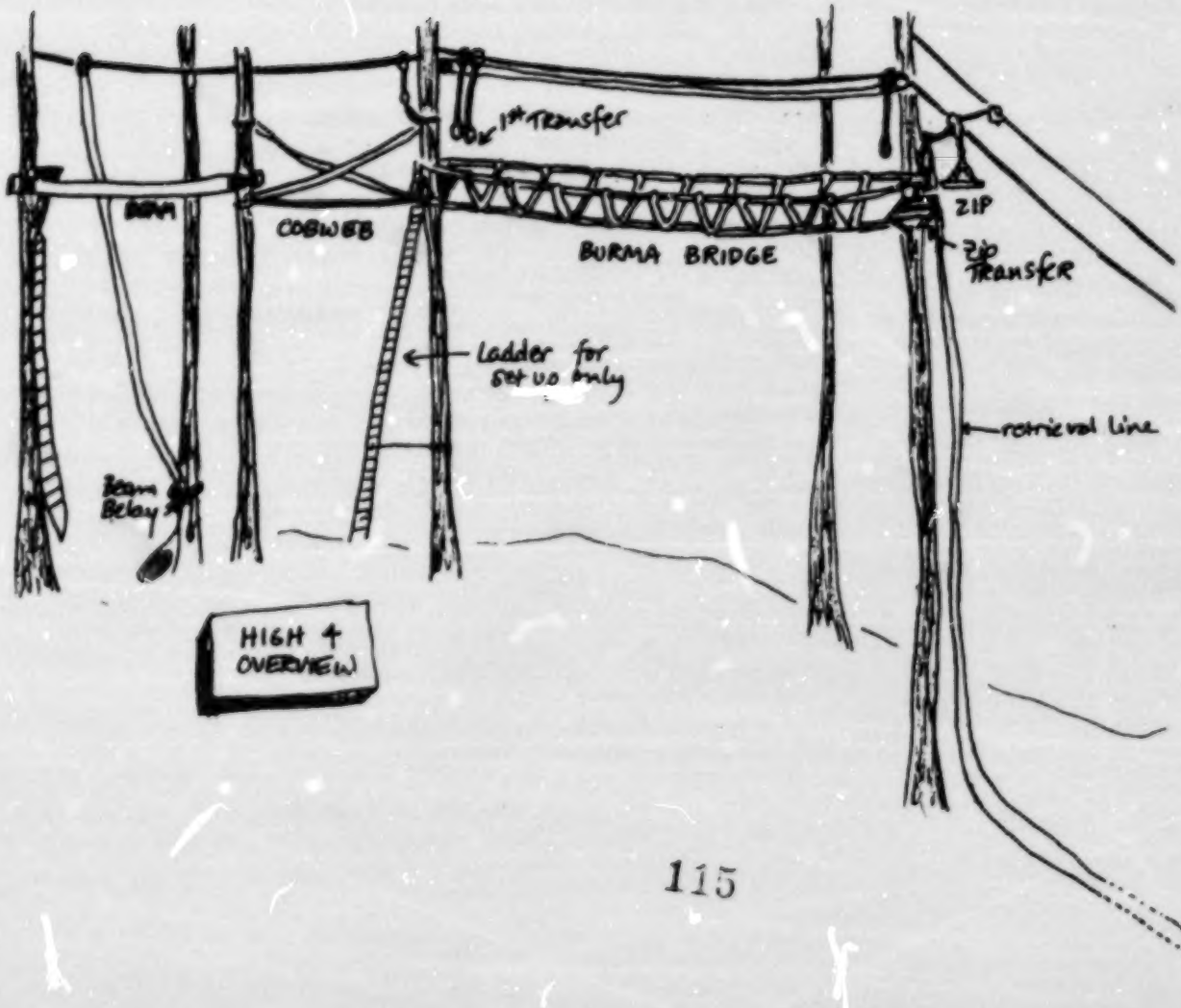
cable slippage
Check Cobweb and Burma Bridge for tightness
Another leader independently checks all systems for proper set up safety

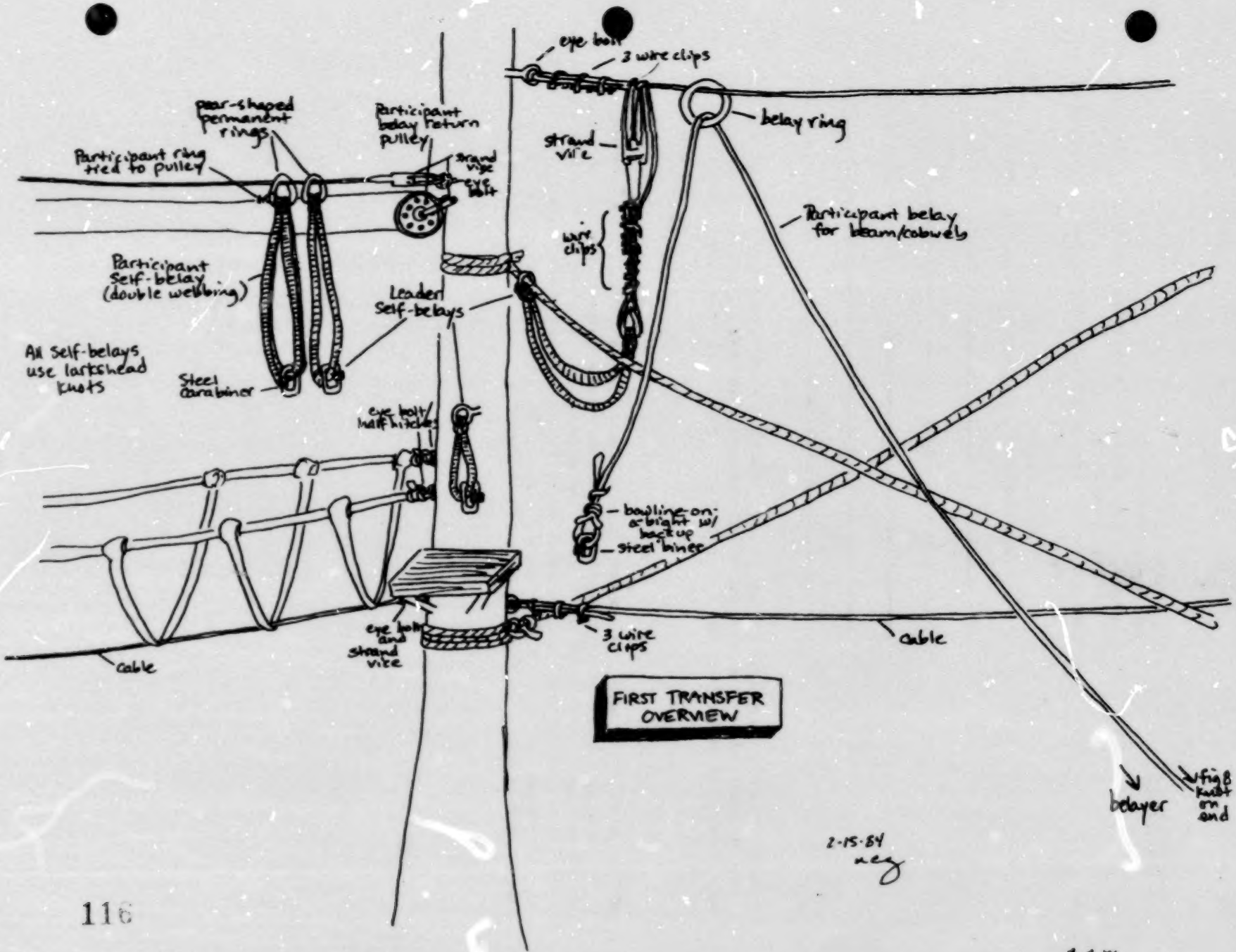
LEADER TEST:

Apply body weight to belay rope
As transfers are set up, leader goes through elements, including Zip

SAFETY:

High Bear belayer to check harness, helmet and all connections
Two spotters at base of ladder until participant has climbed eight rungs
Don't let spotters hold ladder, use extra person if that is necessary
Keep others clear of area beneath all High Four elements
High Bear belayer to watch transfer person as s/he changes connections
"Unzipper" to keep Zip lane clear and be ready to unhook participant





FIRST TRANSFER OVERVIEW

2-15-84
mcg

VARIATIONS:

Blindfold
One hand only
Use only the Zip. Use extension ladder to climb to Zip platform
Use other portions of High Four by same method as above.

_____

_____

_____

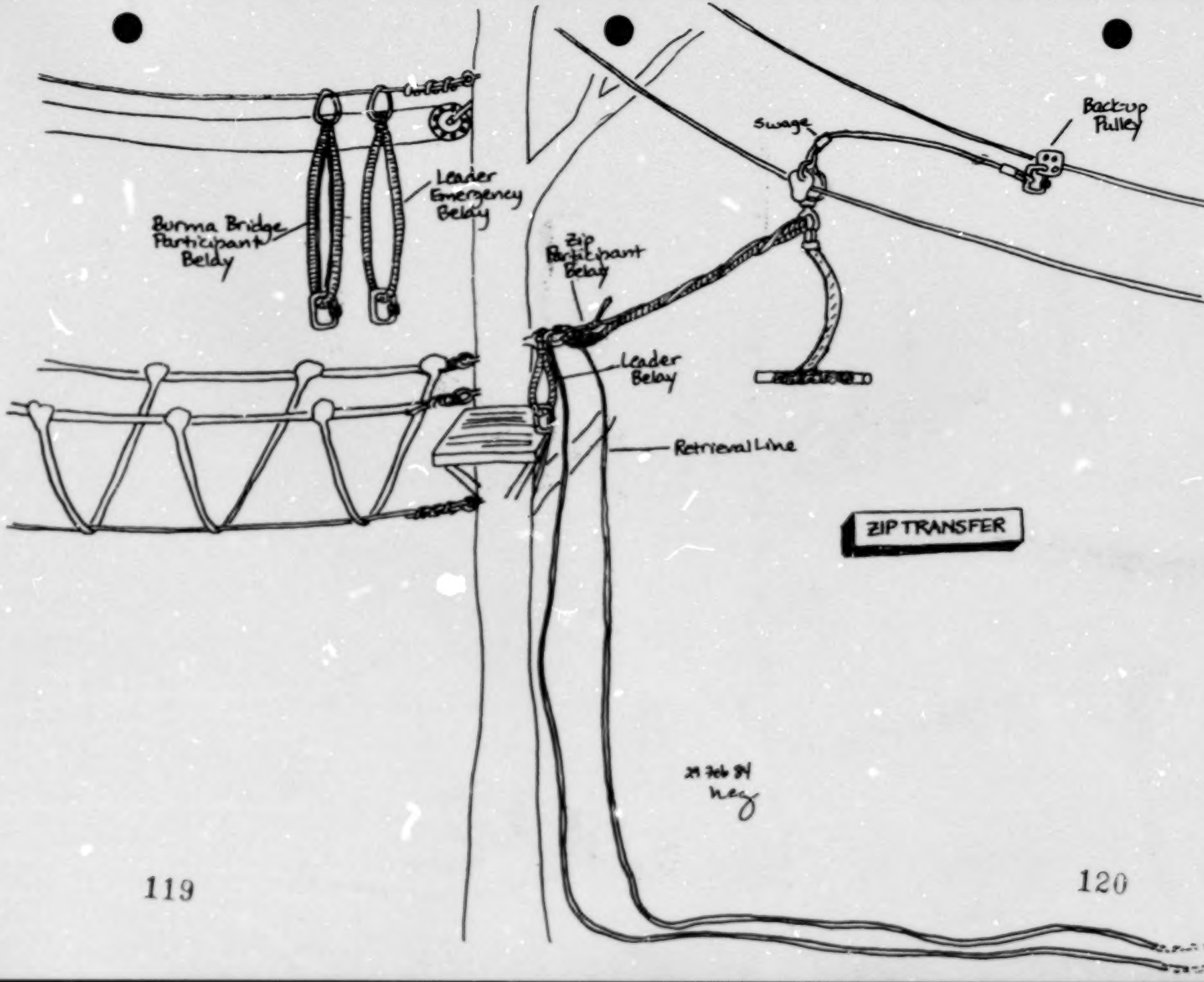
_____

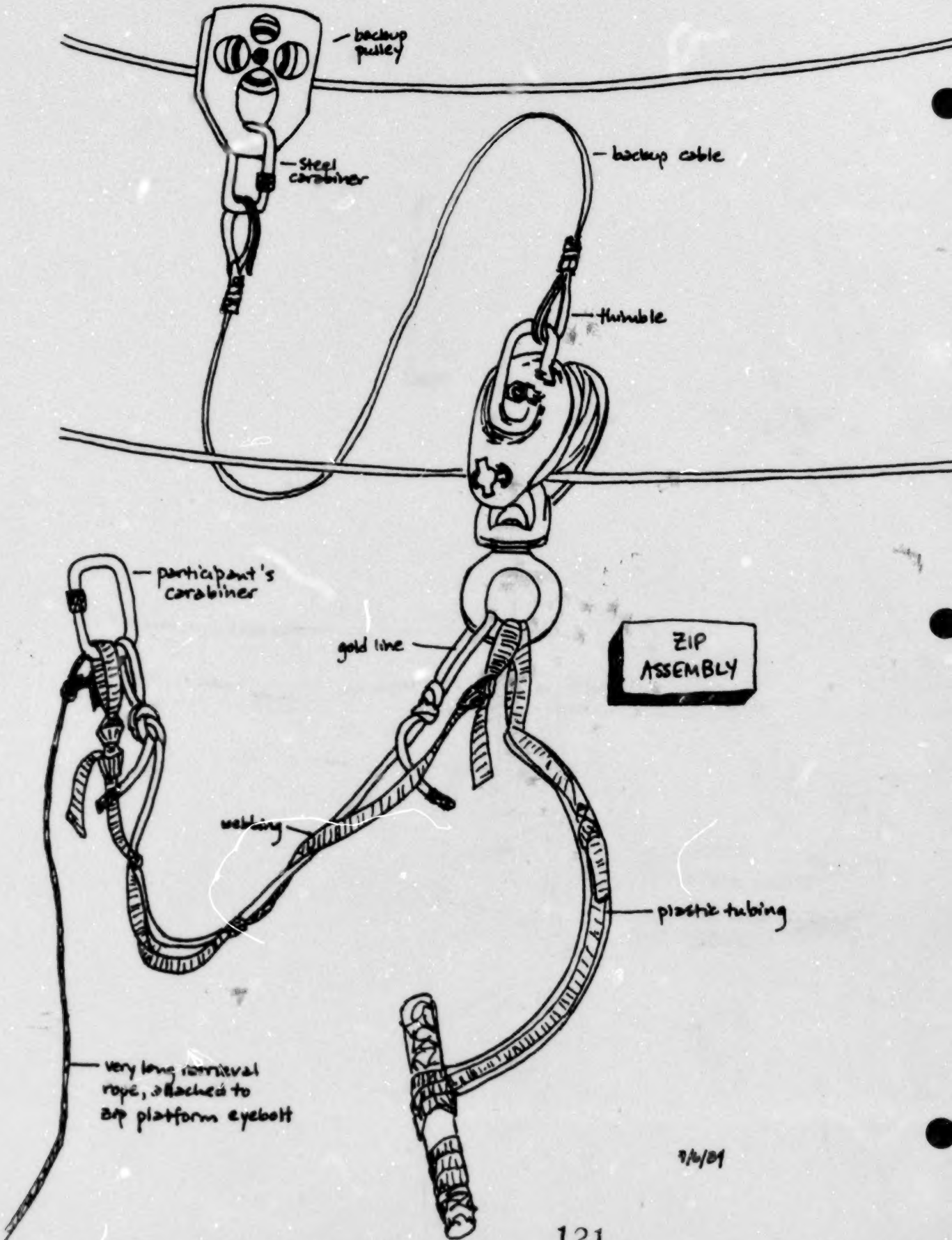
_____

_____

*These belays consist of an 6-12' length of 1" tubular webbing closed into a loop with a standard or permanent overhand follow-through knot and the loop attached to a connection with a lark's head knot.

NOTE: High Four must be taken down by a minimum of two leaders working together, talking to each other the whole time. The first leader to go down the Zip should wait for the second and listen to him/her explain what s/he is doing. Continue to have an experienced leader on the Zip or coaching the Zip transfer person. Do not assume anything is being done correctly. Double check each other!


Leader Emergency Belay
Burma Bridge Participant Belay
Zip Participant Belay
Swage
Back-up Pulley
Leader Belay
Retrieval Line
ZIP TRANSFER


backup pulley
steel carabiner
backup cable
thimble
participant's carabiner
gold line
ZIP ASSEMBLY
webbing
plastic tubing
very long terminal rope, attached to BP platform eyebolt
9/6/89

Individual Initiative **PERCH**

TASK: Participant climbs rope ladder, stands on platform at top of tree, and jumps to trapeze bar.

EQUIPMENT:
Belay rope and carabiner
Side pull rope (used to secure Perch ladder) and carabiner
Two offset carabiners
One sticht belay plate
Parachute-type harness for participant
Seat harness for belayer
Eyebolt on tree for securing belay
One webbing for belay system backup
One carabiner for connecting belayer to anchor
Helmets

SET UP:
Lower Perch ladder. (If pull rope is too short to reach ground, may need to lengthen by attaching belay rope)
Use pull rope to pull belay rope through belay ring
Set up belay system at tree
Backup webbing on anchor snug, not tight, around tree and passing through both offset carabiners

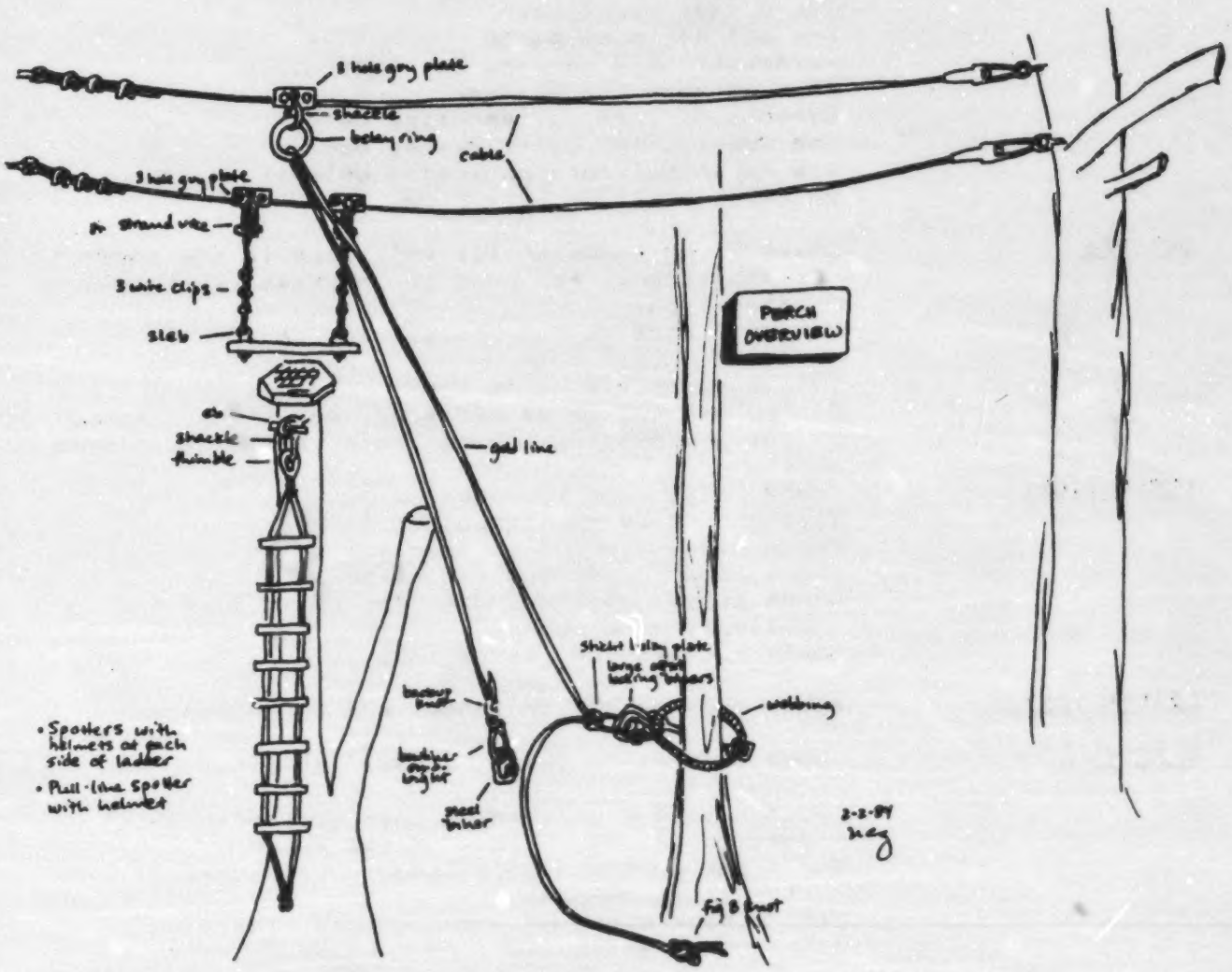
INSPECTION:
Check belay rope for wear
Visually check cables and connections
Check belay eyebolt on tree
Check rope ladder and connections
Check proper configuration for belay line through belay ring on cable
Check trapeze and connections

LEADER TEST: Apply body weight to ladder and belay system

SAFETY:
Perch belayer to check harness, helmet and all connections
Two spotters stationed at base of ladder until participant has climbed eight rungs
Don't let spotters hold ladder, use extra person if that is necessary
Keep others clear of area beneath elements
Side puller attentive - no tension on rope, yet not too much slack with clear path behind, not leaning against tree
Side puller must watch participant at top of tree. If participant rotates platform, side puller may have to change positions to keep rope clear
Side puller must wear helmet

VARIATIONS:

Blindfold -- critical for belayer to direct participant verbally toward trapeze
One hand only



TAKING DOWN THE ROPES COURSE ELEMENTS

At the end of the Ropes Course day we are often tired. Yet this is the time leaders need to be particularly alert to avoid accidents while taking down the Course. Following are suggestions to make the take down process safe:

- Leaders should verbalize everything they do, and have other leaders listen to them and respond. This is a verbal backup system. Reinforce this. It cannot be emphasized enough.

- Restate the obvious. Don't worry about insulting some one's intelligence. At the end of the day even the most skilled leaders may be tired and think less clearly.

- Leaders might want to carry a snack such as gorp, to eat at about 4:00 p.m. This will help keep their energy up until the Ropes Course has been taken down.

- If you're tired, let your co-leaders know. Don't push yourself when it comes to safety.

- Watch out for your co-leaders. Watch for signs of fatigue. Never assume.

Let's take as good care of our co-leaders and ourselves as we do the participants!

REFLECTION/PROCESSING/DEBRIEFING

Our experience takes the
form of our beliefs.
All we say and do reveals
these beliefs to us.
Our world develops
from these beliefs.

How is your world developing?

Katherine Cain

Critical to any well structured adventure experience is the "So what?" aspect. "What happened?", "What did I do?", "What did I get out of it?", "How can I use this again in my life?" These are questions that Ropes Course participants may ask themselves. The Ropes Course leader has a responsibility to provide an opportunity to consider and share answers to these and other questions.

Reflection is the first step in analyzing and then learning from any experience. Participants on the Ropes Course need to be provided with a chance to think about what they went through. This may occur informally "on the run" or at slack times during the day. The leader may suggest that thought be given to a particular incident or the whole experience. Leaders may structure in quiet time for reflection with a "mini-solo" - simply 5-10 minutes to sit alone with one's thoughts - or a moment to "center" and get in touch with one's feelings and thoughts.

"Processing" goes on throughout the day. Internally, individuals process their experience through reflection and analysis. Externally, the leader and group members "process" through discussion and comments shared throughout the experience. Such processing is a valuable part of the Ropes Course experience providing insight into individual and group behavior.

"Debriefing" is a focused discussion in which the group shares thoughts on what they just went through. Usually there are a few debriefings during the day and always one at the end of the day.

To lead a debriefing, have everyone sit in a circle. Make sure everyone is included in the circle. The Ropes Course leader may want to prime the discussion with questions, but avoids leading the dialogue. Following are some techniques Ropes Course leaders have used in debriefings.

A DEBRIEFING MODEL
VALUES CLARIFICATION

EXPLORING FEELINGS

STAGES	QUESTIONS	SUGGESTIONS
1. Recall	How did your group complete the task?	1.1 Encourage everyone to participate 1.2 Be sure everyone agrees as to what happened 1.3 If inferences are made at this point, ask them to "Hold that thought."
2. Inference	How did you feel when...	2.1 Be supportive 2.2 Try to clarify by asking how and what
3. Personal Experience	Have you had something like this happen to your before? How did you feel? Why do you think you felt this way? Alternative: Instead of questions for Stage 3, substitute, "If this would happen to you, how do you think you would feel?"	3.1 Be supportive and seek to clarify 3.2 Ask additional questions if necessary to get beyond stereotyped or superficial explanations

NOTE: Repeat Steps 2 and 3 in sequence several times to get a variety of responses.

DECISION MAKING

STAGES	QUESTIONS	SUGGESTIONS
1. Recall	Can you summarize what happened as you (your group) were presented with this challenge?	1.1 Encourage participation by all. Be sure all agree as to what happened
2. Analysis	What were the various ideas your group had to solve this challenge? Which one did you choose? How did you decide this was the best?	2.1 Leader may need to help students remember their ideas. Be observant of the planning process.

	What are some other ways you could have decided which was best? Which way (do you feel) is the best way for us to make group decisions?	3.1 May need to give examples and let group identify the process

PROBLEM SOLVING

STAGES	QUESTIONS	SUGGESTIONS
1. Recall	What did your group do to solve this challenge	1.1 Encourage everyone to participate 1.2 Be sure everyone agrees as to what happened
2. Analysis	What was the first thing that you did to solve this problem. The next thing .... etc.?	2.1 May need to ask question to clarify the process
3. Transfer/Application to real life	Have you ever encountered a problem that you had trouble solving? Why was it so difficult to solve? What finally happened? How does your experience today relate to everyday life challenges?	3.1 Be supportive 3.2 Seek to clarify situation

Steps in Problem Solving

1. Define the problem
2. Develop objectives
3. Brainstorm solutions
4. Evaluate alternatives
5. Make decision
6. Implement
7. Evaluate (and repeat 3-7 as needed until problem is solved or abandoned)

Adapted by Don Taylor, 4-H/UOAC Ropes Course Leader, from Hilda Taba etal., A Teacher's Handbook to Elementary Social Studies (Reading, Mass: Addison-Wesley, 1971) pp. 64-103.

NOTES ON DEBRIEFING

I base my philosophy of debriefing on the assumption that learning by doing does not occur in the "doing" but requires reflection upon the "doing." Therefore I have participants reflect upon the day's activities and how they fit into them.

Tactics

At the debriefing circle, normally at the flat area by the wall, I have the participants close their eyes and high speed think their way through the day, from the moment we first met at the grassy area through the Trust Fall, vroom through the low events, zip through lunch and roar through the high events and into the circle.

I then ask them to think of one word which has special meaning for their experiences that day. If anyone is curious about why any word was chosen, they can ask. Normally words like "fear" and "trust" and "challenge" are heard.

I then ask a series of questions, making no value judgement on the answers.

Questions: (allow three or four people to respond)

"Did anyone feel fear today? When? How did you deal with it?"

"Did anyone find themselves trusting someone else today? Who? Was it anyone in this circle? Was this a new experience for you?"

"Did anyone find themselves going beyond what they thought they could do today? When? How did you find the strength to push yourself?"

"Did anyone hear the 'I can't' voice today? What did you do about it?" **NOTE:** During the morning introduction I talk of the 'I can't' voice which some of them may hear in their heads throughout the day. It will be very loud. What I ask them to do is to listen to the very tiny 'I CAN' voice which is located (I point to the base of my brain above the back of my neck) back here where our survival center is. This is the center which controls our heartbeat, breathing and is responsible for us making it through life to this very moment. Concentrate on this voice for sometimes it is very hard to hear.

Closing

Again words like trust, facing challenge, working together, etc. are spoken.

I then pick up a wood chip or a pine cone and say:

"As I see it, you have two choices. Let this pine cone represent the thing you just talked about. Let it be the trust you felt. Let it be your ability to "go for it" when you were very scared. Let it be the strength you found when the situation looked impossible. You may do one of two things with this. You may leave it here at the Ropes Course (I then, with a look nonchalance and semi-disdain, throw the pine cone on the ground, turn my back on it and begin to walk away), get on the bus and go home."

"OR, you may say 'wait a minute' (scurry to find the same pine cone, pick it up) I just may need these things when I get back home. (I repeat the litany of things the cone means) I'm going to put these things into my back pocket (place cone in pocket and pat it to make sure its safe) so that tomorrow or the next day or sometime in the future when I'm faced with something that scares me, or a situation where I must trust someone, or when I hear the 'I can't' voice (it helps to cite situations apropos to the group such as dealing with homework, teachers, job interviews, family problems, etc.), I may dig this pine cone out of my back pocket and say 'I can face this stuff,' 'I can go for it' The choice is yours." (Hold the cone up in the air and then put it back into your pocket with a loving pat.)*

Wayne MacDonald
4-H/UOAC Ropes Course Leader

* I am tempted to try this with a piece of litter instead of the cone, therefore ensuring reflection and keeping the Course clean.

WRAP-UP IDEAS

One of the first things I like to do after having us sit in the "mystic circle" is to have participants close their eyes and mentally review the day. I lead them through the review by starting with a phrase such as "Think back to the beginning of the day when you arrived here for your day at the Ropes Course..... Do you remember what feelings you had about the day?.....After meeting each other, we got warmed up.....and had our first group challenge.....then we did a blind walk down here....." and so forth until I've reviewed the whole day.

I like to review the day this way because it is too easy for the participants to be "caught up in" the most recent events, such as the Wall or the High Events. Also, reviewing the day reminds them of all of the events and experiences of the day. During the review, I also include a few questions (to be answered internally) such as, "Do you remember how you felt when we were doing that event?"

Next, I ask a series of questions designed to have the participants focus on key areas of their experience. I don't usually use all of these questions, but rather choose the ones that seem appropriate.

1. What was the <u>most exciting</u> thing for you today?
2. What were your <u>fears?</u> Were they overcome?
3. What <u>risks</u> did you take today? (Discussion of types of risk, physical and/or psychological may be appropriate here.)
4. Did you encounter any <u>limits</u> today?
5. What did you <u>learn about yourself</u> today?
6. Did you learn anything that might be <u>useful to you in the future?</u>

These are only sample questions. There are a host of other issues that can be explored, depending on the participants answers, need, and interests. Such topics might be:

group support	leadership/followership	competition/cooperation
spotting	sex roles	fear
joy/pleasures	fun	trust
communications	problem solving	risk taking
empathy		

The final part of the wrap-up is devoted to a few words regarding the origins of the Ropes Course concept (i.e. Outward Bound) and the idea of carrying over the Ropes Course experience to one's "real life." The last thing I usually do is have a circle hug, where folks have a chance to say anything they want to say about the day as hugs are passed out.

Jim Tonery
4-H/UOAC Ropes Course Leader

THE MAGIC POT - Debriefing Idea

Here's one way the Magic Pot may be used.....

Mime the hauling out of a large heavy object from your pack or from the ground behind you. Announce that you have a Magic Pot for all to share. This is the Magic Pot.

"The Magic Pot is filled with all sorts of interesting things.....(look into the pot)...I see energy....and enthusiasm... I see trust....and, of course, fear and ....many more interesting things...."

"We can all take advantage of the Magic Pot to take something we want. I'm going to take some courage for myself. I know there is a lot of courage available because of what I saw happen today."

"After we take something, we have to contribute something and I'm going to put in some enthusiasm, 'cuz I'm feeling enthusiastic today and I have some to spread around."

"Now I'll pass the Magic Pot to the person next to me...." (The Pot goes around the circle for each person to take and donate.)

The underlined terms are the terms that are optional, depending on the needs of the group and what you have to contribute.

Jim Tonery
4-H/UOAC Ropes Course Leader

"A leader is best when people
barely know that he exists...
When his work is done, his aim
fulfilled, they will all say,
'We did this ourselves.'"

Lao Tzu

FACILITATION GUIDELINES

DO'S

Do support and encourage participation ("put out 110%").

Do reinforce effort and accomplishments, no matter how small.

Do acknowledge ("yes, it is hard").

Do call participants by their name.

Do maintain a "you can do it" attitude.

Do recognize individual differences and respect each person as unique and different.

Do ask questions rather than giving answers.

Do treat participants with respect.

Do model the behavior you want from participants.

Do encourage participants to try new and different activities which may involve initial hesitation.

Do stress responsibility for each other.

Do discourage competition. Encourage and respect the efforts of everyone. Success is less important than the process of trying.

DON'TS

Don't force participation.

Don't criticize/humiliate.

Don't interrupt or take over (let the group figure it out for themselves).

Don't allow participants to attack each other's worth.

Don't use meaningless cliches, e.g., "If you quit now, you'll always be quitting the rest of your life."

"The secret of education lies in respecting the pupil."

Ralph Waldo Emerson

GLOSSARY OF TERMS

BELAY - To protect or support by means of a dynamic rope and friction system or static line and anchor arrangement.

BIGHT - A simple bend in the rope which does not cross itself.

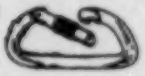
'BINER - Nickname for carabiner.

BOWLINE-ON-A-BIGHT - A double loop knot arrangement that will not jam and is easily untied. Knot used on our belay lines.

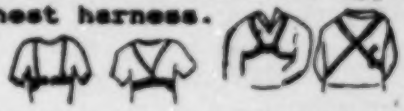
CABLE - Another term for wire rope.

CABLE CLAMP - See wire rope clip.

CARABINER - A convenient mechanical device to replace a knot - like a giant safety pin. Steel or aluminum oval or "D" shapped, snap or lock gates. Also referred to as "'biners." Breaking strength approximately 5000 lbs.



CHEST HARNESS - A loop of webbing fitted as a tie-in around the upper torso. Or, - a ready made climbing chest harness.



COWS TAIL - Frayed end of a rope.

COME-ALONG - A mechanical device used for tightening ropes and wire cable.

CRAB - Nickname for a carabiner.

EYE LOOP - A loop in the end of a rope, usually made permanent by splicing or seizing.

EYE SPLICE - Interweaving the three strand fibers of the working end of a rope, back into its standing part to form an eye.

FID - A smooth carrot-shaped wooden tool used to separate rope strands in splicing, untying jammed knots, etc.

FIREMAN'S SEAT - A waist and crotch tie-in for rappelling and used for harnessing on the Ropes Course. Usually tied with webbing.

GOLDLINE - Name brand for a synthetic fiber layered rope (nylon) in which the individual fibers extend the entire length of the rope. Displays great strength, elasticity, and resistance to rot. Breaking strength approximately 5000 lbs.

GRAB HOOK - Heavy steel hook with light weight latch. It is used to connect portable cable to trees.

HAVEN'S GRIP - A hefty, one-way action, wire-gripping device that facilitates tightening a cable or strand wire.

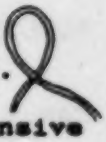
HOOPEE - Nickname for nylon tubular webbing.

INITIATIVE - An individual or group problem whose solution depends upon physical and mental effort from the individual or all group members. Success is clearly defined and ways to achieve it are many.

LASH (LASHING) - To bind, wrap, or fasten with a rope or cord.

LDC - Leadership Development Committee.

LOOP - A simple bend in the rope in which the rope crosses itself.



MANILA - Organic fibers (abaca) from which a comparatively inexpensive fiber rope is made.

MANTLE - A rock climbing move that involves pushing down with the palms on a ledge to obtain a high position. This is where the name for the element "mantle post" comes from.

NYLON - A synthetic elastic material which is rot and mildew resistant. Also used in webbing and harnesses.

NYLON TUBULAR WEBBING - Flat material used for many purposes. Nicknames include sling, hoopee, webbing. Breaking strength approximately 4200 lbs.

PARACHUTE-TYPE HARNESS - The full body harness used for participants on the Ropes Course.

RAPPEL - To descend with ropes from a cliff or wall controlling your own speed or descent by means of a friction on a rope.

RETAINING BLOCKS - 6" - 8" blocks of 2" x 4" used to prevent cables from girdling a tree.

RUNNING END - The free rope end which is being used for tying in, knot tying, pulley use, etc. (Opposite end from the standing part.) Also called working end.

SLASH ROPE - An old or used rope that has been retired from use in climbing and has been so marked with spray paint.

SLEB - Acronym for shoulder lag eye bolt.

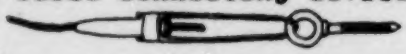
SLING - Nickname for nylon tubular webbing.

SNAP LINK - Nickname for a carabiner.

SPLICE - To join lengths of rope together by interweaving the strands of the rope. Same as eye splice.

STANDING PART - The end of the rope which is fastened - e.g. to a tree, anchor point, belay point, etc., or is not being used to tie a knot. (Opposite from the running end).

STICHT BELAY PLATE - A Mechanical device used to provide friction for belaying. 465 lbs. breaking strength.

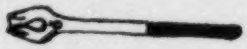
STRAND VISE - A strand wire and cable connecting device that employs a one-way camming action. 

SWAGE - The process of crimping an alloy sleeve over two pieces of cable placed parallel to one another in order to form a permanent loop or splice in the cable.

SWISS SEAT - A waist and crotch tie-in for rappelling and used for harnessing on the Ropes Course. Usually tied with webbing.

THIMBLE - A metal or plastic device that can be spliced into the eye of a rope to increase the longevity of the rope. Also used with cable to keep the cable from flattening out under pressure.

THIMBLE EYE BOLT - A 5/8" diameter eye bolt available in various lengths, with the convenient feature of having a thimble configuration cast into the eye portion of the bolt.

TEB - Acronym for thimble eye bolt. 

U-BOLT - See wire rope clip.

WEBBING - Nickname for nylon tubular webbing.

WIRE ROPE CLIP - A cable clamp or wire clip - used to join two pieces of wire cable or fasten a cable to itself after passing through an bolt or other connector. Also known as u-bolt.

WOLMANIZED - Lumber that is preserved by a process using pressure and chemicals.

WHIPPING - Generally the binding on the end of a rope to prevent fraying.

WORKING END - The free rope end which is being used for tying in, knot tying, etc. The opposite of standing part. Also called running end.

adapted from: Cowtails and Cobras

RESOURCES
ROPES COURSES AND INITIATIVES

BACSTOP, Battle Creek, Mich.: Battle Creek Public Schools

BAG OF TRICKS, Quarterly Ropes Course/Initiative Games Newsletter, Project Adventure

THE COOPERATIVE SPORTS AND GAMES BOOK, Pantheon Books: Terry Orlick

*COWSTAILS AND COBRAS, Hamilton, MA: Project Adventure, 1977

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MORE NEW GAMES BOOK, San Francisco, CA: The Headlands Press, Inc. 1982.

MOUNTAINEERING: FREEDOM OF THE HILLS, 3rd Ed., The Climbing Committee of Mountaineers, editor Peggy Ferber, 1974

THE NEW GAMES BOOK, San Francisco, CA: The Headlands Press, Inc., 1976

*100 WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM, Englewood Cliffs, New Jersey: Jack Canfield and Harold Wells, 1976

ROPES INITIATIVE COURSE, St. Louis, MO: Webster College Science and Project STREAM

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*THE TEACHER AS LEARNER, N.Y., NY: Ruth Dropkin, 1977

TEACHING THROUGH ADVENTURE, Hamilton, Mass.: Project Adventure, 1976

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OUTDOOR LEADERSHIP COMPETENCY, A MANUAL FOR SELF ASSESSMENT AND STAFF EVALUATION, Greenfield, Mass.: Environmental Awareness Publications, 1983

*Available for purchase at the Urban Outdoor Adventure Center